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ABSTRACT

During 1979-80, Arizona State University directed a training and curriculum development project that sought to develop a national consortium on community education composed of institutions of higher education, assess current training programs, and develop exemplary curriculum training modules. This report discribes the project and its results. The first section discusses the development and activities of the consortium, including self-evaluations of consortium members and an external evaluation on the process of developing a collaborative training network. The second section treats competency-based assessment of training. Project staff developed a competency-based instrument, which is included in its entirety. The assessment was accompanied by an identification of training programs and materials, which led to the formulation of a catalogue of exemplary materials reported on in the third section. Appended are a quadrant assessment model for the assessment of competencies, training materials, contracts and letters of consortium members, publications, evaluation instruments, and competency data and profiles. (Author/WD)

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COMPETENCY-BASED ASSESSMENT AND TRAINING

FINAL REPORT

A JOINT PROJECT SPONSORED BY
THE SOUTHWEST CENTER FOR COMMUNITY EDUCATION DEVELOPMENT
THE C.S. MOTT FOUNDATION
THE U.S. OFFICE OF EDUCATION

GRANT NO. G007902778

DR. SUSAN C. PADDOCK, PROJECT DIRECTOR

1980

EA 013 600

INTRODUCTION

During 1979-80, Arizona State University directed a training and curriculum development project, funded by the U.S. Office of Education under P.L. 93-380, Sec. 405 (Community Schools Act). This project had three major goals:

1. To develop a National Consortium in Institutions of Higher Education (IHE's) which would:
   a. disseminate information about competency-based assessment in community education,
   b. serve as key links in a network for competency-based assessment and training, and
   c. assist project staff in achieving all goals of the project;
2. To assess current training programs related to specified competencies and to identify both exemplary programs and competency areas where little or no effective training exists; and
3. To develop several exemplary curriculum training modules which address areas needing improved training.

This monograph describes the conduct of the project and its outcomes relative to these three goals. It is written especially with an eye to assisting others in collaborative efforts and in curriculum development projects.

The first section of this monograph describes the development and activities of the Consortium. It includes self-evaluations of Consortium members and an evaluation by an external evaluation team on the process of developing a collaborative training network.

The second section of the monograph describes the competency-based assessment of training which was undertaken by the project. Identification of areas of strength and of weakness resulted from the assessment. The assessment was accompanied by an identification of training programs and materials; this led to the development of

a catalogue of exemplary materials, which is reported in the third section of this monograph. The catalogue is by no means complete, but it is a start at identifying and classifying training materials within community education. From this initial effort additional materials can be identified and criteria for their use can be established.

The project also developed three curriculum modules, based on needs identified in the training assessment. These modules are available from the Southwest Center for Community Education Development, 108 Farmer Building, Arizona State University, Tempe, Arizona, 85281.

The staff is grateful to the many people in the Office of Community Education, in Consortium institutions, in other IHE's across the country, and at Arizona State University whose help and advice proved invaluable in all activities of the project. Though many individuals were indispensable in the operation of the project, full responsibility for statements made in this monograph is accepted by the project director. All opinions expressed in this or other products of the project are wholly those of the author, and no official endorsement from sponsoring organizations should be inferred.

SECTION I

DEVELOPMENT OF A CONSORTIUM

Orientation.

In the development of the proposal for federal funding, five IHE's were identified for the Consortium, and letters of commitment were received from them. The five institutions were:

Arizona State University	(B. Miller)
Texas A&M University	(R. Berridge)
University of Oregon	(D. Santellanes)
Valdosta State College	(P. DeLargy)
Western Michigan University	(D. Weaver)

Soon after notification of funding was received, members of the Consortium met at Arizona State University for orientation and training. The agenda for that session was:

Thursday, September 6, 1979

9:00-9:30	Introductions
9:30-11:30	Review of the Proposal
11:30-1:00	Lunch
1:00-4:00	Simulation of Training-- Ideal Profile Real Profile--Self Real Profile--Other Explanation of Quadrant Assessment Model (QAM)

Friday, September 7, 1979

9:00-10:15	Discussion of Use of QAM for Professional Development and Inservice
10:15-11:30	Discussion of Consortium Concept and Network Development
11:30-1:00	Lunch
1:00-4:00	Review of Contracts and Training Evaluation

Central to the orientation was training in the concept and use of the Quadrant Assessment Model (QAM). This method, developed by Pol and McCleary of the University of Utah, permits the use of a competency-based approach in staff evaluation and development, and does so in a manner which fosters the improvement of the organization as a whole. The QAM is described more fully in Appendix A.

The orientation also took Consortium members through the QAM training process. This involved their completing profiles for real and ideal competencies, much as would trainees in the sessions they would conduct throughout the year. The training materials which were provided to each Consortium member are in Appendix B.

Finally, the orientation spent some time discussing responsibilities of members during the year, and presenting sample contracts to them. These contracts were later completed by Consortium members and returned to the project headquarters. The contracts appear in Appendix C.

After the initial day of the orientation session the representative from Texas A&M University left the training, explaining that the commitments of his Center during 1979-80 were too great for them to take on additional responsibilities. His letter to that effect is in Appendix D.

Development.

Once Consortium members returned to their home institutions the real work of building a collaborative, competency-based network began. At their home sites, Consortium members began to arrange for training sessions, conduct training, and publicize the Consortium and the QAM. At project headquarters, the staff responded to requests from Consortium members and developed methods for assuring the strength and continuity of the Consortium.

One component of the Consortium-building effort was arranging for meetings of all members during the year. Since monies for these meetings were not part of the original project budget, the get-togethers had to be arranged at times and places were all or most of the members would be present. The first meeting was in December, at the convention of the National Community Education Association. This meeting, held in a hotel suite, included discussions on the following questions:

1. What progress has been made to date? (contracts made; assessments completed; training provided)
2. What concerns have surfaced as a result of activities to date? (what problems have arisen? how have these problems been resolved? how can project staff assist in overcoming some of the problems associated with training?)

3. What expectations are there for this project?
4. What does the future look like for this approach?
   (are we going to continue the Consortium? what steps will be take to strengthen and continue the Consortium? what are the unique functions of this group? what incentives and benefits can we offer?)

The meeting in December was attended by all Consortium members except the University of Oregon, which by late November had also decided to leave the Consortium (see letter to that effect, Appendix D). It was hoped that new Consortium members from the East Coast could be included in the meeting, but the two institutions which were approached--the University of Connecticut and the University of Virginia--felt they were already overcommitted and not able to give the time needed for the Consortium's work. However, a new member from the western part of the United States, Brigham Young University in Provo, Utah, joined the meeting and decided to become a member of the Consortium. For BYU the December meeting served as an initial orientation meeting, which was supported by later training offered on-site in Utah.

The participants in the meeting agreed on several things: first, the training was worthwhile and, although there were some problems, they were interested in continuing with the process; second, the consortium concept was valuable and funding under new community education regulations should be sought; and third, an improved communication system was needed both between members and between the project headquarters and the members.

To address the last of these concerns, a newsletter was developed and disseminated by the project staff. This newsletter, The Signboard, appeared three times during the remainder of the project year and included information about the progress of the project generally and about specific activities of Consortium members. Copies of The Signboard are in Appendix E. To increase communications with others in the field newsletter articles were included in state and national publications (see Appendix F).

Implementation

Most consortium members' activities took place after the initial planning and development and consortium meeting in Boston were completed. These activities included communication efforts noted previously as well as training efforts.

In line with their contracts members conducted the following sessions:

Member	Session Trainees	Date
Arizona State University	*Albuquerque, NM, Public Schools' Personnel	12/79
	*B.Y.U. Professors	1/80
	*Colorado Association of Community Educators	2/80
	*Southeastern (USA) Center Directors (with Valdosta State College)	9/80
Brigham Young University	*Community Education Interns	4/80
	*Utah Community Educators	5/80
	*Canadian Community Educators	5/80
Valdosta State College	*Georgia Center Directors	2/80
	*Southeastern Center Directors (with ASU)	4/80
		9/80
Western Michigan University	*Center Staff Western Michigan University	11/80
	*Grand Rapids Public School Personnel	2/80
	*Kalamazoo County, Michigan, Public School Personnel	3/80

Most of the information about the content of and reactions to these training sessions is contained in issues of The Signboard (Appendix E).

At midyear the members completed an evaluation of the Consortium (Appendix G). Their comments suggested that weaknesses in training materials and instruments, which had been identified in the orientation session, had been overcome through revisions by project staff. While they were supportive of the QAM, they felt generally that practitioners did not yet see the real potential of the approach.

The self-evaluations also supported the need for the Consortium and the hopes that additional meetings could be arranged. To that end a third meeting was arranged at the Western Renewal Institute in May, 1980. This institute

was sponsored by the C.S. Mott Foundation and all members but Valdosta State College were planning on attending the meeting.

The meeting was held, as planned, in Park City, Utah, early in May, 1980. Members reported on activities and discussed changes they felt were needed and directions they wanted the Consortium to go in the future. There was some concern with the competency instrument, particularly with the wording of some competencies, and some members felt the instrument should be re-worked. On the other hand, the instrument was seen as being comprehensive, and therefore quite valuable. The representative from Brigham Young University noted that he planned to use the instrument as a pre- and post-test for interns being trained on the BYU campus during the summer

Members also discussed details of the continuation of the Consortium. They felt that additional monies, available either as consulting fees, as funds for graduate assistance, or as travel reimbursements, would be needed to expand the Consortium during the next year. Members indicated that they hoped to meet with represenatives of each institution offering community education training during the coming year. They also felt that the Consortium world be helpful in disseminating training materials and ideas. The ideas which emerged from this discussion were later incorporated into a proposal for funding submitted to the Office of Community Education, Department of Education, under the Community Schools Act.

The final activity of the Consortium was to collect and tabulate information on competencies, using the QAM method and instruments. This was completed by three of the members; the data and profiles, which now add to a growing data bank on competencies needed by community school coordinators, community education directors, principals and superintendents, can be found in Appendix H.

Evaluation

The Consortium was evaluated in two ways: self-evaluations were completed by all members; and an evaluation of the process of consortium-building was completed by an external evaluation team. The results of these evaluations make up the remainder of this discussion of the development of a National Consortium for Community Education.

SUMMARY OF SELF-EVALUATIONS

COMPETENCY-BASED ASSESSMENT AND TRAINING PROJECT, 1979-80

FINAL EVALUATION/SELF EVALUATION

Name of your Institution: _____

THE QAM

1. To what extent have the QAM approach and materials been effective in:

   a. Assessing competencies
   ___Very effective
   XX Somewhat effective
   ___Somewhat ineffective
   ___ineffective

   b. Assessing needed training
   ___Very effective
   XX Somewhat effective
   ___Somewhat ineffective
   ___Ineffective

2. To what extent have the QAM approach and materials been understandable to participants?

4	(3.5)	3	2	1
Very Understandable		Somewhat Understandable	Somewhat Confusing	Very Confusing

3. To what extent have those you trained found the QAM approach and materials useful?

4	(3)	2	1
Found Them Very Useful	Found Them Somewhat Useful	Found Them Not Very Useful	Found Them Useless

4. How do you plan to incorporate the QAM in training activities after the end of this project?

   Use them in graduate classes, workshops, other training.

5. Would you recommend the QAM to others? If not, why not?

   Yes. But instruments need refinement before they can be recommended without reservation.

THE PROJECT

6. Please rate the training sessions and meetings of the consortium:

a.	Initial training session by ASU	___Very helpful ___Somewhat helpful ___Not very helpful ___Not at all helpful
b.	Meeting at Boston (NCEA - December)	XX Very Helpful ___Somewhat helpful ___Not very helpful ___Not at all helpful
c.	Meeting at Park City (May)	XX Very helpful ___Somewhat helpful ___Not very helpful ___Not at all helpful

7. What was the major strength of the training given to you by ASU?

   Opportunity to talk with those familiar with materials; structure of sessions.

8. What was the major weakness of the training given to you by ASU?

   Needed more structure.

9. What was the major strength of the 1979-80 project as a whole?

   Basic structure for improvement of training; involvement with other groups.

10. What was the major weakness of the project?

    The instruments; obtaining commitments for training (some are not secure with the process).

11. Will you encourage other institutions to join the consortium as it expands to be a <u>training</u> consortium?

    Yes - will and have.

THE CONSORTIUM APPROACH

This project was built on the consortium approach to networking and training. Do you feel that, in general (regardless of content), this is an effective approach?

Very effective.

In what way(s) would you change the approach?

--

What aspect(s) would you emphasize?

Cooperative venture - more member input.

What aspect(s) would you eliminate or avoid?

--

FINAL REPORT

FOR

SOUTHWEST CENTER FOR COMMUNITY EDUCATION DEVELOPMENT

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND SUPERVISION

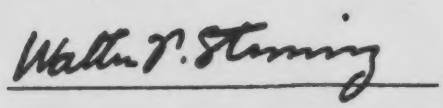
ARIZONA STATE UNIVERSITY

BY

Walter F. Stenning, Ph.D.

Third Party Evaluator

September 17, 1980



Introduction

As a portion of the Community Education contract from the U.S. Department of Education to the Southwest Center for Community Education Development, Department of Educational Administration and Supervision, Arizona State University, (Dr. Susan Paddock, Project Director), a third party evaluation was required. The third party evaluator selected by the Center was Walter F. Stenning, Ph.D., Department of Educational Psycyhology, Texas A&M University, College Station, Texas 77843.

The evaluation focused primarily on Goal 1 of the proposal:

The creation and operation of a national Consortium for Competency-based Assessment and Training.

A number of general questions were identified as foci by the project director and the third party evaluator. These were:

1. What were the strong and weak points of the Consortium effort?
2. To what degree was the current focus of the Consortium effort worthwhile?
3. What should be the thrust of the Consortium for the coming year?
4. What should be the characteristics of a Consortium member?
5. To what degree was the training vehicle utilized last year an appropriate beginning for the Consortium?
6. What is the potential of developing a national network for Community Education?

These questions were an attempt to measure both the "worth" of the project and the degree in which the project was adequately carried out technically.

The Project Director, within the Final Report, has detailed the degree of success of measuring the other two goals delineated in the proposal:

2: The development of a national curriculum through the assessment of existing training and the testing of exemplary training modules.

3: The dissemination of findings and products.

Methodology

The technique utilized to answer the above described general questions was the interview approach (both in-person and by telephone). The Project Director was interviewed on two occasions, once at Arizona State University for approximately three hours and again in College Station, Texas for approximately ten hours. The responses by the Project Director to a series of detailed questions are presented in the Findings section of this Final Report.

The four Consortium members who were in decision-making positions in their respective regions were interviewed for an average of sixty minutes by telephone. These individuals represented institutions of higher education involved in Community Education within the states of Arizona, Georgia, Michigan, and Utah.

In addition, two individuals were interviewed by telephone who were originally Consortium members but withdrew their institutions from the Consortium during the beginning phases of the project.

The approach used to analyze the information was by necessity a qualitative one due to the small number of individuals participating as Consortium members and the qualitative and complex nature of the issues being addresses. The Findings section contains detailed questions and

responses by participants, non-participants, and the project director.

The Conclusions and Implications section of this report attempts to draw together elements of the qualitative data into a more intuitive holistic picture.

Twelve specific questions were addressed in each interview. These were:

1. What were some strong points of the Consortium?
2. What did the Consortium encourage you to do that you were not doing before?
3. What were the weak points of the Consortium?
4. Do you see the overall Consortium effort as worthwhile?
5. If funded next year, what would you see as the Consortium focus for the coming year?
6. What would be the ideal institution to be involved in the Consortium?
7. To what degree did the Consortium members constitute an ideal set of institutions?
8. To what degree was the training vehicle (QAM) appropriate for the Consortium to focus on?
9. What would have been a better beginning vehicle?
10. What is the potential for developing a national network as an outgrowth of the Consortium?
11. On a scale from 1 to 10, with 10 as high, what are the chances of establishing a natinal network throughout the United States?
12. Other comments.

Findings

On the following three pages the summarized responses of each interviewee are detailed. It should be noted that in several cases, participants, non-participants, and the project director provided more than one unique response to a given question. One should note, however, that there were four participants, two non-participants, and a single project director responding. Issues and trends from these findings will be discussed in the next section.

SUMMARY OF QUESTIONS ASKED AND RESPONSES

DIVIDED BY PARTICIPANTS AND NON-PARTICIPANTS FOR NETWORKING SCHOOLS

QUESTION	PARTICIPANTS	NON-PARTICIPANTS	PROJECT DIRECTOR
1. What were some strong points of the Consortium?	a. Interaction of professionals (3 responses) b. Provided structure (2 responses) c. Addressed the same issue across the country (2 responses)	a. Provided better dissemination at grass roots level (2 responses) b. Used a structured approach c. Used previous materials and research for training	a. Interaction of Professionals
2. What did the Consortium encourage you to do that you were not doing before?	a. More coordination (3 responses) b. Nothing (2 responses)	a. Nothing (2 responses)	a. More coordination b. More dissemination of information
3. What were the weak points of the Consortium?	a. Very little funding b. Need to meet more regularly c. Selection of participant schools d. Project too short e. Training needs to be more specific (2 responses) f. Weaknesses in QAM	a. Too much of a time commitment b. This is not a priority at our center c. Credibility is within state not across states d. Orientation was confusing (2 responses) e. Communications were poor (2 responses)	a. Use of QAM b. Needed better communication system c. Needed to meet more regularly d. Needed more effective structure to involve other institutions in the Consortium
4. Do you see the overall Consortium effort as worthwhile?	a. Very worthwhile (4 responses)	a. No b. Yes	a. Not different from Mott network--just strengthens Mott network

QUESTION	PARTICIPANTS	NON-PARTICIPANTS	PROJECT DIRECTOR
5. If funded next year, what would you see as the Consortium focus for the coming year?	a. Focus on training methods (2 responses) b. Develop larger focus c. Expand number of institutions d. Focus on individual needs	a. No information b. Focus on training methods	a. Training more generic b. Involve more people c. Focus on training methods d. Develop more structured method of involving people/institutions e. Focus on long-term funding, i.e. 3 years
6. What would be the ideal institution to be involved in the Consortium?	a. Those dissatified with current training b. Those that are field oriented c. Those focusing on training d. People not institutions is the key e. Service oriented schools	a. Public service oriented institutions b. Field service oriented institutions	a. One with a focus on training and working with people in the field.
7. To what degree did the Consortium members constitute an ideal set of institutions?	a. To a very high degree b. Adequate (2 responses) c. No information	a. Very small degree b. Don't know	a. Some were not
8. To what degree was the training vehicle (QAM) appropriate for the Consortium to focus on?	a. It was appropriate (4 responses)	a. It was acceptable because it was organized and specific b. Not acceptable because of its urban focus	a. It was more convenient than appropriate
9. What would have been a better beginning vehicle?	a. None b. Needs assessment or time management (3 responses)	a. None b. Used several methods of assessing needs	a. None

QUESTION	PARTICIPANTS	NON-PARTICIPANTS	PROJECT DIRECTOR
10. What is the potential for developing a national network as an outgrowth of the Consortium?	a. Possible (2 responses) b. Possible with a variety of training techniques c. Possible with more coordination	a. None unless funding is available b. Maybe if communications are better and each school has a monthly obligation	a. Possible if people and institutions are willing to put time and energies into it
11. On a scale from 1 to 10, with 10 as high, what are the chances of establishing a national network throughout the United States?	a. Nationally---7 b. In Midwest, South and Southwest--10 c. 7-9 Depending on leadership and funding d. 7 e. 8	a. 1-2--too large b. 5	a. 6-7--with appropriate leadership b. 2-3 without leadership
12. Other comments	a. This is a good beginning but will not be easy. b. None (2 responses) c. Need to change national funding priorities	a. None (2 responses)	a. None

Conclusions and Implications

1. The Consortium during the past year, was seen by six of the interviewees as a worthwhile effort. Both participants and non-participants responded that a major strong point of the Consortium effort was providing interaction among professionals in different parts of the country. Further, one-half of the participants and non-participants saw the degree of structure as being a positive aspect of the Consortium.

It was surprising, however, that three of the interviewees saw the Consortium encouraging them to do nothing that they weren't currently doing.

The participants saw weaknesses of diverse types while the non-participants focused primarily on communications being poor and the orientation being confusing.

The Project Director identified a large percentage of participant and non-participant weaknesses in her self-evaluation of the Consortium effort. It appears that the Consortium was perceived positively by all but one of the interviewees.

2. Five of the seven interviewees saw a definite need to focus during the coming year on training methods and other individual needs.

3. Throughout the interview, a number of interviewees indicated their frustration with the one-year period of funding for this project (several said three years would be more appropriate) and the inadequacy of funds to adequately develop a Consortium.

4. All interviewees indicated that field or public service oriented institutions would be the ideal type to be involved in the Consortium. Three of four of the participants indicated that the institutions that were in the Consortium had a service or field orientation. One participant had no information.

5. When asked if the QAM was an appropriate training vehicle for the first year of the Consortium, six of the seven interviewees felt it was appropriate or at least convenient. However, when asked, "What would have been a better beginning vehicle?", four individuals responded with one or more structured needs assessment approaches. Perhaps this indicates that the QAM, though adequate, may have been not the best vehicle to be utilized.

6. All participants, though with some reservation, saw the Consortium becoming the nucleus of a national training network. The Project Director and one non-participant were more tenative, while one non-participant saw no chance unless extensive funding was made available.

Interestingly on a 10 point scale, participants saw the chances of establishing a national network as between seven and ten depending on a number of conditions. Quite similar in rating to the Project Director, the non-participants were much more pessimistic in their ratings of chance of success.

In summary, Arizona State University has undertaken a complex task of developing a training Consortium nationwide. This effort, during the last 12 months has brought together four regional centers whose leaders are positive and enthusiastic about what has been accomplished and what can be accomplished. Those who have participated during the last year are optimistic about the future of a national training Consortium, given appropriate funding and leadership.

SECTION II
ASSESSMENT OF TRAINING

The first section of this report addressed the development of a Consortium for Community Education Training, the first goal of a training and curriculum development project. The second goal of the project was a competency-based assessment of training programs and the identification of exemplary training materials. These activities are described in Section II and III respectively.

Overview: The Competency-Based Approach to Assessment and Training

The competency-based approach to assessment and training in general grew out of a desire by many trainers and administrators for greater control and accountability in performance. Concern with the identification and assessment of competencies is not new; as early as the mid-1950's, advocates in various professional fields began to argue for identification of skills needed in specific roles, generation of performance criteria, and assessment of competencies both before and during employment (Katz, 1955; Graff and Street, 1956; Sheehan, 1967). While this interest in the competency-based approach began in educational administration in the 1950's, it gained renewed emphasis in the 1970's (see, for example, Krathwohl, 1976; McCleary, et al, 1975; Pol, 1977; Wochner, 1973). This interest increased also in the field of community education; one measure of that interest is that the identification of needed competencies and the development of materials for training in those competencies were areas specifically funded in the 1974 Community Schools Act.

The competency-based approach assumes that all performance can be divided into competencies, or knowledge and skills needed to perform identified tasks for a defined role. A person who is able to meet specified knowledge and skill requirements of competencies, it is assumed, will be able to perform adequately in the role. Clearly, the competency-based approach demands two things: (1) A functional role must be clearly defined, so that those who occupy the role or those who must relate to it share an understanding of what is expected of the role incumbent. This role definition must be general enough so as to not be affected by situation-specific variables, yet at the same time specific enough so that a shared understanding can be reached. (2) Knowledge, skills, abilities, and identifiable characteristics of a successful role incumbent must be specified. Competence may be in the technical, conceptual or human skills areas, and the level of competency required may be familiarity, understanding or application.

The Competency-Based Approach.

The competency-based approach involves more than just the identification of minimal levels of task performance. It encompasses six major areas which aim at improving job performance. Those areas are:

1) the assessment of competency needs;
2) the specification of competencies;
3) the determination of competency components and performance labels;
4) the identification of competency attainment;
5) the establishment of an assessment process for competency attainment; and
6) the validation of competencies, attainment procedures, and the assessment system.

The assessment of competency needs involves three steps: a) the analysis of the jobs for which competency statements will be developed in order to determine functions presently incorporated in the roles; b) the examination of both theoretical and descriptive information about fields related to the targeted jobs (i.e., examination of the field of educational administration and/or public administration when focusing on community education leadership positions); and c) a survey of the characteristics of individuals who presently hold--or who hope to hold--the targeted jobs. This assessment can be done in a number of ways; whatever the method of analysis chosen, the product of this step is a general understanding of the competency needs for sepcified positions.

The second step, the specification of competencies, involves writing competency statements and identifying priorities by job category. This step builds on the information generated in the first step; it is also crucial for all succeeding steps in competency assessment.

The determination of competency components and performance labels requires a detailed analysis of general areas of competency in order to assess whether those competency statements involve technical, conceptual, or human skills (or some combination of those areas); the analysis also involves establishing whether a familiarity, understanding, or application level is required for satisfactory levels of attainment. A technical skill deals with the manipulation

of data or things--for example, writing reports, making budgets, or developing program brochures. A conceptual skill involves a knowledge of assumptions underlying a technique or skill as well as the effective application of logical processes to the analysis of problems--for example, determining the manner in which to promote community education in a community, or developing a community education policy statement for a district. A human skill includes any process or activity which relates to the effective independent and interdependent functioning of human beings--for example, working to improve employee job satisfaction or delegating responsibility

In any situation these skills are needed ar varying levels; familiarity (ability to recognize a skill or concept), understanding (ability to discuss a skill or concept), or application (ability to work with a skill or concept). A community education director, for example, may need to be familiar with accounting principles and practices, to have an understanding of school district budgeting procedures, and to be skillful in building and administering community education budget. All of these are technical skills, but they are used to differing degrees by the director, so knowledge of them may differ. It is implicit in this definition of knowledge levels that, while all skills are important for satisfactory job performance, some skills (or competencies) are more critical than others. Figure 1 illustrates the relationship of the nature of skills and the levels of competence required.

Figure 1: Competencies: Skills and Levels

Nature of Skill	Familiarity	Understanding	Application
Technical			
Conceptual			
Human			

When we focus on competencies needed specifically for administrators we may also want to determine whether those competencies are managerial--that is, aimed at maintenance of organizational functions--or facilitative--competencies which aid others in the organization in completing tasks and in making change. These competencies may be related to the actual work of the administrator, to relationships

of the administrator toward others in the organization, or to the administrator's ability to understand and manage himself or herself. This approach to administrative competencies is shown in Figure 2.

Figure 2: Types of Competencies

Type of Competency	Competency Related to: Work	Relationships	Self
Managerial			
Facilitative			

The above discussion of types of competencies demonstrates how tremendously difficult is the task of identifying and writing competencies. Many competencies, for example, involve more than one type of skill. Additionally, a competency may be both managerial and facilitative, or may be related to work and relationships as well. The difficulty of the competency approach forces users to devote a good deal of effort to the task; this often results in a much clearer understanding of roles, of role conflicts, and of the essentials of satisfactory job performance. Thus, the competency approach can be a tool for inquiry, growth and change on a personal and an organizational level.

The identification of competencies and the establishment of performance lebels are necessary before one begins the actual assessment of competency attainment. This assessment, steps four and five in the competency-based approach, pinpoints situations in which competencies can be learned--classroom versus field-based experiences, for example--and indicates that a competency has been learned.

The final step in the competency-based approach looks at actual performance. This performance is looked at from both short-term and long-term perspectives. It is compared against competencies demonstrated in learning situations. And, finally, it is related to the information generated in the previous steps.

A serious drawback to the competency-based approach is that, if it is applied in a behaviorist manner where an exhaustive listing of behaviorally-defined, explicit competencies is used, it "will likely (produce) a mass of fragmented unrelated objectives. . ." (Krathwohl, 1976) As Byrne (1972) points out, this may be inadequate for successfully functioning in a professional role, since being a professional "is not simply summing up of learned behaviors; it includes the capacity of merging individual capabilities into pattersn of intelligent problem resolution and decision making."

For this reason, most recent work in the competency-based approach, particularly in community education, treats competencies as "molar" in character and representative of "critical" areas of performance. This work either begins with the identification of task areas and subsequently, competencies for a specified role; or at the competency level, with the later grouping of competencies into task areas using factor analysis. An example of the molar approach is the ASU project in Competency-Based Community Education Administration (Paddock, S.C. et al, 1979)

Identification of Training Needs Using the Competency-Based Approach.

Because of its interest and work in competency-based assessment and training the Southwest Center for Community Education Development requested and was granted funds to determine training needs nationally in community education. An assessment, along with the identification of exemplary materials, could lead to a long-range development plan for community education training. Moreover, using a competency-based approach in that assessment could provide the foundation for the development of a training plan which included a measure of control, which built on identified strengths, and which was targeted at improving methodology and curricula nationally.

The first task in the assessment was the development of a competency-based instrument. The previous work at ASU was critical in this process; however, competency lists for community educators developed at Western Michigan University (Zemlo, 1977), University of Michigan (Lisisich, 1978), Florida Atlantic University (Nyquist, 1977), the University of Florida (Zemlo and Belcher, 1979) and University of Connecticut (Mullarney, 1979) were also consulted.

All possible competencies were listed from these diverse lists. Ten task areas were then identified and, within the task areas, 70 competencies were delineated. The 70 competencies resulting from the compilation of other lists were written so as to be behaviorally measurable and generalizable; competencies in other lists which either were not already in measurable terms or which could not be stated in measurable terms were omitted.

The task areas and their respective competencies were then placed in an instrument which asked not only to what extent training was being delivered for any specified competency but also the importance of that competency. This format allowed the project, during analysis, to identify areas of greatest discrepancy between training need (importance) and training delivery. The discrepancies thus identified would form the basis for continuing improvement in community education training.

The instrument which was developed appears on the following pages.

I. In the area of COMMUNITY INVOLVEMENT/INTERAGENCY COOPERATION, to what extent do you deliver training? Skill: Ability to	Non-Applicable	Skill Importance Rating			Skill Delivery Rating						
		Low	Moderate	High	Not at all		Partially		To a great degree		Totally
		1	2	3	1	2	3	4	5	6	7
1. Recruit, involve, and encourage community participation.											
2. Identify and work with different degrees of authority and power within the community.											
3. Expand the community's understanding of the social and political forces that operate in the community.											
4. Explain to members of community education council what is expected of individuals and of the group.											
5. Organize and coordinate the work of a district community education council.											
6. Develop leadership among community members.											
7. Delegate power to people in the community.											
8. Serve as a liaison between community schools and appropriate agencies and organizations.											
9. Utilize available community resources for training and program development.											

I. (continued)	Non-Applicable	Skill Importance Rating			Skill Delivery Rating						
		Low	Moderate	High	Not at all		Partially		To a great degree		Totally
		1	2	3	1	2	3	4	5	6	7
10. Advise and seek feedback from legislators about current education-related legislation.											
Comments:											
II. In the area of COMMUNITY EDUCATION LEADERSHIP, to what extent do you deliver training? Skill: Ability to											
1. Exercise initiative in the implementation of goals, programs, and ideas.											
2. Demonstrate appropriate and acceptable personal behavior and leadership style.											
3. Use an effective and appropriate management system.											
4. Establish structures for decision-making, problem-solving, and conflict resolution.											

II. (continued)	Non-Applicable	Skill Importance Rating: Low	Moderate	High	Skill Delivery Rating: Not at all		Partially		To a great degree		Totally
		1	2	3	1	2	3	4	5	6	7
5. Accept responsibility for one's own actions and help others to learn to do the same.											
6. Delegate responsibility.											
7. Facilitate group or organizational change.											
8. Help community and staff members learn problem-solving techniques.											
9. Recognize, assess, and deal with risk situations.											
10. Develop and use a plan for management of crisis.											
11. Use time management techniques effectively.											
12. Assess regularly personal strengths and weakness to develop a program for self-improvement.											
13. Develop and achieve personal goals within the structure of the organization.											
14. Develop and use consulting skills.											
Comments:											

III. In the area of HUMAN RELATIONS FOR COMMUNITY EDUCATION, to what extent do you deliver training? Skill: Ability to	Non-Applicable	Skill Importance Rating: Low	Moderate	High	Skill Delivery Rating: Not at all		Partially		To a great degree		Totally
		1	2	3	1	2	3	4	5	6	7
1. Communicate effectively with persons from all racial, socio-economic, cultural and occupational strata of the community.											
2. Listen effectively to people.											
3. Use both verbal and non-verbal communication techniques effectively.											
4. Use group dynamics techniques.											
5. Provide an organizational climate in which all members make significant contributions.											
6. Use various methods to build desirable trust levels among community organizations, groups, and individuals.											
Comments:											

IV. In the area of PUBLIC RELATIONS FOR COMMUNITY EDUCATION, to what extent do you deliver training? Skill: Ability to	Non-Applicable	Skill Importance Rating			Skill Delivery Rating						
		Low	Moderate	High	Not at all		Partially		To a great degree		Totally
		1	2	3	1	2	3	4	5	6	7
1. Identify methods of dispersing information to appropriate publics.											
2. Establish a public information program with a two-way flow of information and recommendations.											
3. Build a public relations package.											
4. Develop public and personal speaking skills.											
5. Define board policy related to community education.											
6. Prepare and present reports to the school board on community education.											
Comments:											

V. In the area of COMMUNITY EDUCATION PERSONNEL, to what extent do you deliver training? Skill: Ability to	Non-Applicable	Skill Importance Rating			Skill Delivery Rating						
		Low	Moderate	High	Not at all		Partially		To a great degree		Totally
		1	2	3	1	2	3	4	5	6	7
1. Develop clear specifications for job descriptions.											
2. Identify, recruit, and screen staff.											
3. Assess staff needs and deliver appropriate inservice training.											
4. Recruit and train volunteers.											
5. Develop and implement a plan for the effective management of volunteers.											
6. Promote the importance of staff accessibility.											
Comments:											

VI. In the area of PROGRAM PLANNING FOR COMMUNITY EDUCATION, to what extent do you deliver training? Skill: Ability to	Non-Applicable	Skill Importance Rating			Skill Delivery Rating						
		Low	Moderate	High	Not at all		Partially		To a great degree		Totally
		1	2	3	1	2	3	4	5	6	7
1. Involve community people in setting goals to meet community needs.											

VI. (continued)	Non-Applicable	Skill Importance Rating			Skill Delivery Rating						
		Low	Moderate	High	Not at all		Partially		To a great degree		Totally
		1	2	3	1	2	3	4	5	6	7
2. Employ procedures for establishing organizational goals.											
3. Develop policies and goals consistent with district philosophy and legal requirements.											
4. Identify and organize program objectives.											
5. Develop strategies for accomplishing goals and objectives.											
6. Pursue and use innovative ideas.											
7. Identify and coordinate resources for community use.											
Comments:											
VII. In the area of COMMUNITY EDUCATION PROGRAM IMPLEMENTATION, to what extent do you deliver training? Skill: Ability to											

VII. (continued)	Non-Applicable	Skill Importance Rating			Skill Delivery Rating						
		Low	Moderate	High	Not at all		Partially		To a great degree		Totally
		1	2	3	1	2	3	4	5	6	7
1. Program activities, schedule programs, and supervise enrollment procedures to expedite organization of personnel and facilities.											
2. Coordinate and schedule use of facilities with other administrators.											
3. Maintain records of operations.											
4. Select and maintain a library of pertinent materials.											
Comments:											
VIII. In the area of COMMUNITY EDUCATION PROGRAM EVALUATION, to what extent do you deliver training? Skill: Ability to											
1. Develop, conduct, tabulate, and interpret needs assessments.											

VIII. (continued)	Non-Applicable	Skill Importance Rating: Low	Moderate	High	Skill Delivery Rating: Not at all		Partially		To a great degree		Totally
		1	2	3	1	2	3	4	5	6	7
2. Plan and implement a program evaluation system.											
3. Train building level directors and community groups in evaluation techniques.											
4. Develop procedures to assess process effectiveness.											
5. Evaluate student performance and participation.											
6. Write evaluation reports and recommendations for future programs.											
Comments:											
IX. In the area of FINANCE FOR COMMUNITY EDUCATION, to what extent do you deliver training? Skill: Ability to											
1. Identify available funding sources.											

IX. (continued)	Non-Applicable	Skill Importance Rating: Low	Moderate	High	Skill Delivery Rating: Not at all		Partially		To a great degree		Totally
		1	2	3	1	2	3	4	5	6	7
2. Plan programs consistent with finance laws.											
3. Prepare a workable budget.											
4. Secure and administer funds acquired through grants.											
5. Supervise and manage financial affairs.											
6. Maintain an accurate financial record system.											
Comments:											
X. In the area of RESEARCH IN COMMUNITY EDUCATION, to what extent do you deliver training? Skill: Ability to											
1. Identify relevant research in community education.											

X. (continued)	Non-Applicable	Skill Importance Rating			Skill Delivery Rating						
		Low	Moderate	High	Not at all		Partially		To a great degree		Totally
		1	2	3	1	2	3	4	5	6	7
2. Apply professional research techniques and methods.											
3. Use research results for decision-making and problem-solving.											
4. Interpret research data for use by non-research people.											
5. Develop and write research proposals.											

Comments:

SECTION III
CATALOGUE OF EXEMPLARY TRAINING MATERIALS

The instrument was mailed to institutions which were identified as offering training in the administration of community education programs. Some of these institutions were part of the Mott Foundation — funded network; others were identified by state departments of education or state boards of higher education/community colleges. Of the institutions which received the instrument 35 either responded that they did not offer training, or did not respond; and 49 (58%) returned a completed instrument.

A discrepancy analysis (Level of Importance versus Level of Delivery) was completed for each of the 70 competencies. The data from that analysis appear below.

EXTENT TO WHICH DELIVERED TRAINING IN:	SKILL IMPORTANCE RATING (MODE) 1=LOW 2=MODERATE 3=HIGH	SKILL DELIVERY RATED (MODE) 1=NEVER 7=TOTALLY	RANKED DISCREPANCY BETWEEN IMPORTANCE & DELIVERY 1=GREATEST DISCREPANCY
I. Community Involvement/Interagency Cooperation			
1. Community participation	3	3	16
2. Community authority and power	3	5	2
3. Understanding social and political forces	3	3	5
4. Explain expectations of council	3	5	61
5. Organize council	2	3	69
6. Develop community leadership	3	3	10
7. Delegate power to people	3	5	31
8. Serve as liaison	3	5	60
9. Utilize community resources	3	5	70
10. Feedback about legislation	3	3	36

II. In the Area of Community Education Leadership			
1. Implementing goals	3	5	4
2. Leadership style	3	4	52
3. Management system	3	5	8
4. Structures for decision making	3	5	3
5. Accept responsibility	3	5	62
6. Delegate responsibility	3	4	25
7. Facilitate change	3	5	38
8. Problem-solving techniques	3	5	27
9. Risk situations	2	3	59
10. Plan for crisis management	2	2	57
11. Time management	3	4	34
12. Self-assessment	3	3	20
13. Personal goals	2	3	47
14. Consulting skills	2	3	46
III. Human Relations for Community Education			
1. Communicate effectively	3	3	9
2. Listen effectively	3	5	17
3. Communication techniques	3	5	30
4. Group dynamics technique	3	5	63
5. Organizational climate	3	5	64
6. Trust building	3	5	12
IV. Public Relations for Community Education			
1. Information dissemination	3	4	41
2. Public information program	3	3	7
3. Public relations package	2	3	39
4. Speaking skills	2	3	21
5. Define board policy	3	3	19
6. Reports to the school board	3	3	48
V. Community Education Personnel			
1. Job description	2	3	55
2. Staffing	3	3	11
3. Inservice training	3	4	43
4. Recruit/train volunteers	2	3	56
5. Management plan for volunteers	2	4	32
6. Promote staff accessibility	2	5	68

VI. Program Planning for Community Education			
1. Involve community people in goal setting	3	5	51
2. Establishing organizational goals	3	4	22
3. Policies and goals	3	3	23
4. Program objectives	3	3	13
5. Accomplishing goals and objectives	3	3	24
6. Innovative ideas	3	4	26
7. Identify and coordinate resources	3	4	50
VII. Community Education Program Implementation			
1. Program activities	2	4	67
2. Use of facilities	3	3	40
3. Maintain records	3	4	54
4. Library of materials	2	3	53
VIII. Community Education Program Evaluation			
1. Needs assessments	3	4	49
2. Program evaluation system	3	4	14
3. Training in evaluation	2	3	29
4. Process evaluation	3	4	1
5. Student performance evaluation	2	5	65
6. Write evaluation reports	3	4	
IX. Finance for Community Education			
1. Identify funding sources	3	5	37
2. Plan program	3	3	15
3. Prepare budget	3	3	6
4. Administer funding	3	3	33
5. Manage financial affairs	3	5	45
6. Maintain financial record system	3	3	44
X. Research in Community Education			
1. Identify relevant research	2	3	35
2. Apply research methods	2	3	4
3. Use research results	3	3	18
4. Interpret research data	2	3	28
5. Develop research proposals	3	3	66

The discrepancy analysis revealed ten competencies where training was most needed. Those were, in order of importance:

RANK	AREA	COMPETENCY
		Ability to:
1	Community Education Program Evaluation (VIII)	Develop procedures to assess process effectiveness.
2	Community Involvement/Interagency Cooperation (I)	Identify and work with different degrees of authority and power within the community.
3	Community Education Leadership (II)	Establish structures for decision-making, problem-solving, and conflict resolution.
4	Research in Community Education (X)	Apply professional research techinques and methods.
5	Community Involvement/Interagency Cooperation	Expand the community's understanding of the social and political forces that operate in the community.
6	Finance for Community Education (IX)	Prepare a workable budget.
7	Public Relations for Community Education	Establish a public information program with two-way flow of information and recommendations.
8	Community Education Leadership (II)	Use an effective and appropriate management system.
9	Human Relations for Community Education (III)	Communicate effectively with persons from all racial, socio-economic, cultural and occupational strata of the community.
10	Community Involvement/Interagency Cooperation (I)	Develop leadership among community members.

(The areas where there were the greatest discrepencies were, in order, Public Relations, Program Planning, Finance and Research.)

Based on this analysis, along with a review of identified exemplary training materials (see Section III), it was decided to develop three curriculum modules in the areas of Leadership Theories, Citizen Participation in Decision Making, and Process Evaluation. Each of these modules was designed to meet five criteria:

1) It should respond to all or part of an identified competency training need.

2) It should add to rather than duplicate existing materials.

3) It should present material in a way that was both understandable and applicable.

4) It should be amenable to a variety of instructional settings (i.e., self-contained classroom, small group discussion, independent study for credit, or independent study for self improvement) and should be usable with other instructional materials or modes.

5) It should be usable by both lay and professional community educators.

It was hoped, in developing these modules, that they would be successful enough to encourage others to develop modules in a similar manner. Such development could lead to an integrated training program like the one established at the University of Utah in educational administration.*

The modules are available from the Southwest Center for Community Education Development. Since we are continuing to develop other modules, any feedback on the first three is sought and appreciated.

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*The project owes a debt of gratitude to Dr. Lloyd E. McCleary of the University of Utah. Dr. McCleary has worked closely with the Southwest Center on the competency-based approach. His genius and his experience were essential in the development of three grant proposals by the Center and especially in the conceptualization of a learning-module approach and the development of those modules during the current grant.

As a final note, it should be emphasized that developing the modules was only one possible outcome of this assessment. Modifying existing preservice programs, adding new emphasis to aspects of inservice programs, identifying materials to meet training needs, and developing materials are other uses for this assessment data. It is hoped that the information will be useful in the next few years and, in these and other ways, will lead to the overall improvement in community education training.

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Preface

This catalogue is one part of a project funded by the U.S. Office of Education-Office of Community Education to Arizona State University (Grant No. G007902778). Information about exemplary training materials was requested of all community educators in training capacities at institutions of higher education and state educational agencies who could be identified.
The information herein was provided by those leaders; it necessarily is limited, therefore, by that response. It is hoped that, during the coming years, additional materials will be identified and this catalogue will increase its number of entries. It is hoped, further, that others in training will use the information from the assessment (SectionII) and from this catalogue to direct future curriculum development activities.

This catalogue is organized by seven major categories: Concept; Planning and Program Development; Leadership; Program and Personnel Evaluation; Citizen Participation; Youth and Adult Development; and Rural Community Education. Each category contains the following information:

Title of Resource:
Type of Resource:
Description:
Source:

Addresses of sources appear at the end of the catalogue.

CATEGORY I

THE COMMUNITY EDUCATION CONCEPT

1. Title: What Others Say About Community Schools (1976)

   Type: Booklet

   Description: Edited by John W. Warden, this booklet is a collection of supportive statements and resolutions about community schools by selected individuals, groups, and organizations.

   Source: Mid-Atlantic Center for Community Education

2. Title: Public Schools: Use Them, Don't Waste Them (1975)

   Type: Booklet

   Description: A promotional booklet which draws upon the editorial comments of syndicated columnist Sylvia Porter on use of public school facilities.

   Source: Mid-Atlantic Center for Community Education

3. Title: Administrators' and Policy Makers' Views of Community Education (1977)

   Type: Booklet

   Description: Edited by Larry E. Decker and Virginia A. Decker, this is a collection of 14 articles by governors, state and local superintendents, and other administrators and policy makers providing an overall view of the community education concept and its potential. Outlines implementation plans, reflects insights from practical experience with the concept.

   Source: Mid-Atlantic Center for Community Education

4. Title: State Community Education Resource Guide

   Type: Booklet

   Description: Material contains the following: 1) resolutions; 2) basic program information; 3) advisory council information; 4) role of community education coordinator; 5) needs assessment information; 6) finance information; 7) sample program activities; 8) public information materials; 9) evaluation materials.

   Source: State Department of Education, Alabama (these materials are available on a limited basis only)

5. Title: Resource Handbook (2nd ed: 1980)

   Type: Handbook

   Description: Contains introductory material about community education drawn from some of the most current resources available.

   Source: Southwest Center for Community Education

6. Title: Community Education Overhead Presentation (1980)

   Type: Overheads

   Description: Kit of 27 overhead transparencies that illustrate and explain community education. Based on a model developed by Bill Cieri of Elmira, N.Y. Also, contains instruction book, model-building workbook, poster-sized model.

   Source: N.C.E.A. $75 for individuals, $65 for N.C.E.A. institutions, plus $2.50 shipping/handling

7. Title: Massachusetts: A Laboratory for Community Education

   Type: Slide/Cassette

   Description: Highlights the organizational and governmental structure of five models of community education in Massachusetts:

   1. The Public School Model
   2. The Municipal Model
   3. The Public School-Municipal Model
   4. The Agency-within-the-School Model
   5. The Community-Based Model

   Source: Community Education Development Center
   Worcester State College $167.00, 17 min.

8. Title: Position Statements, Policies and Procedure Statements, Interagency Agreement Statements, Project Description Statements (1978)

   Type: Handbook

   Description: Handbook with examples and procedures for developing statements, based on a federally-funded SEA project 2 sections: 1) describing the process used to develop the various position statements and other types of policy papers; 2) examples of statements from the districts participating in the project.

   Source: Arizona State Department of Education

9. Title: Community Education Library and Reference Index (1979)

   Type: Catalog

   Description: A 132-page catalog and reference index of specialized publications, studies, reports, A-V materials and organizations and agencies with concerns related to the philosophy of community education and the community school concept. Over 1500 individual documents are cited.

CATEGORY II

PLANNING AND PROBLEM DEVELOPMENT

1. Title: Planning Handbook (1980)

   Type: Monograph

   Description: Takes the user through an explanation of planning and the steps involved in long range planning in community education. Also contains a training guide and bibliography.

   Source: Southwest Center for Community Education.

2. Title: Community Planning Assistance Kit (1980)

   Type: Handbook/Training Guide

   Description: Focuses on "planning to plan". Contains discussion guides, worksheets, large sheets for work sessions.

   Source: Council of Educational Facility Planners, Inc.

3. Title: Community Education Goal Ascertainment (CEGA)

   Type: Booklet and Kit

   Description: Materials for a participative, gamelike goal-setting process for community education. A method for involving community in decision-making. By Paul DeLargy.

   Source: Pendell Publishing Company

4. Title: Designing, Developing, and Conducting a Community Needs Assessment (1980)

   Type: Learning Module

   Description: This module, by Walter F. Stenning and Peggy Cooper-Stenning, is a guide to assisting others in developing and carrying out a community needs assessment.

   Source: Center for Community Education, Texas A & M University

5. Title: Designing, Developing, and Conducting a Community Resource Identification Study (1980)

   Type: Learning Module

   Description: Walter F. Stenning and Peggy Cooper-Stenning developed this module as a guide for those who are assisting others in resource identification.

   Source: Center for Community Education, Texas A & M University

6. Title: Implementing and Operating a Community School (1979)

   Type: Illustrated Handbook

   Description: The handbook describes characteristics needed by a first-year and/or volunteer community education director, how to organize an advisory council, and what processes are needed for implementing and operating a community school.

   Source: Arizona Department of Education

7. Title: Community Education Proven Practices: K-12 Integration (1980)

   Type: Monograph

   Description: Describes a project which incorporates community education concepts with existing functions of public schools to achieve a comprehensive educational program. This was done by redefining leadership responsibilities.

   Source: Tucson Unified School District or U.S. Office of Community Education

8. Title: Management Resource Manual for Community Education (1979)

   Type: Books (4 volumes)

   Discription: This four-volume series, compiled by Guy Faust and Patty Komko, provides a collection of examples and tools used by the community education practioner throughout the country. Materials have been included from rural, suburban, and urban models as well as from both building and district-wide levels.

   Source: Mid-Atlantic Center for Community Education

9. Title: Facility Use Patterns (1979)

   Type: Research Report

   Description: A research report by Nancy C. Cook analyzing existing literature and research studies related to facility use patterns in community education. It also includes an extensive bibliography

   Source: Mid-Atlantic Center for Community Education

10. Title: Interagency Relationships (1979)

    Type: Research Report

    Description: A research report by Nancy C. Cook, analyzing existing literature and research studies in the area of interagency relationships in community education. It also includes an extensive bibliography.

    Source: Mid-Atlantic Center for Community Education

11. Title: Community Education Proven Practices: Program Management (1980)

    Type: Monograph

    Description: Provides SEA's with a guide for the development of a management plan for community education.

    Source: Ohio State Dept. of Education or U.S. Office of Community Education.

12. Title: Community Education Proven Practices: Local Government Participation (1980)

    Type: Monograph

    Description: Traces the history of a citizen-school district-city model of community education, focusing on the problem-solving structures formed.

    Source: Austin Independent School District or U.S. Office of Community Education.

13. Title: Futures Invention: An Approach to Community Education

Type: Workbook

Description: Directed group activities leading to future planning. Workbook form.

Source: Cooperative Extension Program for Community Education, Virginia Polytechnic Institute and State University.

CATEGORY III

LEADERSHIP

1. Title: Leadership Theories (1980)

Type: Learning Module

Description: This module analyzes existing literature in the area of leadership. It also provides activities to aid understanding of leadership styles, as well as a bibliography.

Source: Southwest Center for Community Education

2. Title: Community Education Interaction Exercises (1978)

Type: Booklet

Description: This booklet, by John W. Warden, is a collection of 25 interaction exercises designed to maximize human involvement around specific topical areas which are of interest to community educators.

Source: Mid-Atlantic Center for Community Education

3. Title: The Community Education Coordinator: Sources of Job Satisfaction and Dissatisfaction (1979)

   Type: Technical Report

   Description: This report by Bunny G. Sheppard summarizes a study using Herzberg's dual-factor theory of job satisfaction and dissatisfaction as a means of determining how community education coordinators view their jobs. The methodology is described and the data are analyzed and discussed. Tables, appendices, and a bibliography are included.

   Source: Mid-Atlantic Center for Community Education

4. Title: Time Management

   Type: Handouts

   Description: Synthesis of all current literature on time management, plus strategies for changing demands on a person's time from above or external sources. Also how to deal with procrastination. Outline form.

   Source: Available as part of a workshop through Ball State University, Institute for Community Education Development

5. Title: Conflict Management

   Type: Handouts

   Description: Complete outline of strategies to effectively manage inter-personal conflict.

   Source: Available as part of a workshop through Ball State University, Institute for Community Education Development

6. Title: Mainlining Community Education (1973)

   Type: Monograph

   Description: As inservice training program for elementary school principals in the elements of community education.

   Source: Michigan State University

7. Title: Community Education Proven Practices: Agency Coordination and Volunteerism (1980)

   Type: Monograph

   Description: Describes the use of retired persons as volunteer coordinators for community education programs.

   Source: Arizona Department of Education or U.S Office of Community Education

CATEGORY IV

PROGRAM AND PERSONNEL EVALUATION

1. Title: Evaluating a Community Education Program (1973)

   Type: Monograph

   Description: This monograph by George S. Wood, Jr. and David A. Santellanes focuses on the evaluation of community education products and processes. There are numerous exemplary instruments included.

   Source: Pendell Publishing Company

2. Title: Process Evaluation

   Type: Learning Module

   Description: This module describes process evaluation in community education, offers references for further information, and provides activities in identifying the elements of process evaluation.

   Source: Southwest Center for Community Education

3. Title: Competency-Based Community Education Administration (1979)

   Type: Monographs (3 volumes)

   Description: These three volumes, by Brian P. Miller, Susan C. Paddock and Lloyd E. McCleary, describe the concept of competency-based performance assessment and, in Volume III, present a step-by-step approach to that assessment.

   Source: Southwest Center for Community Education

4. Title: Instrument for Determining the Training Needs of the Practicing Community School Coordinator (1979)

   Type: Assessment Instrument

   Description: John Walker has adapted for community education an instrument developed for training assessment in industry.

   Source: Southwest Center for Community Education

CATEGORY V

CITIZEN PARTICIPATION

1. Title: Citizen Participation...What Others Say... What Others Do (1977)

   Type: Booklet

   Description: This booklet provides over forty key references and quotations concerning citizen participation and highlights citizen participation vehicles such as Alinsky organizations, charettes, citizen advisory committees, community development corporations.

   Source: Mid-Atlantic Center for Community Education

2. Title: Citizen Participation Issues (1979)

   Type: Research Report

   Description: A research report by Nancy C. Cook analyzing existing literature and research studies related to citizen participation and community education. It also includes an extensive bibliography.

   Source: Mid-Atlantic Center for Community Education

3. Title: Citizen Participation in Decision Making (1980)

   Type: Learning Module

   Description: This module analyzes existing literature in the area of citizen participation in decision making. It has some "how-to's." It also includes bibliography in this area.

   Source: Southwest Center for Community Education

4. Title: A Process Model for Community Problem Solving

   Type: Booklet

   Description: Describes a problem-solving step-by-step process for community.

   Source: Institute for Community Education Development, Ball State University

5. Title: Community-Wide Responsibility Education Awareness

   Type: Slide/tape

   Description: Explanation of community involvement in curriculum revision.

   Source: Illinois State Board of Education

6. Title: Citizen Effectiveness Training (1980)

   Type: Training Manual with Simulation Activities

   Description: Describes a 2-day experiential training design which addresses:

   1. development and maintenance of citizen advisory groups
   2. program planning
   3. small group dynamics
   4. leadership skills and development
   5. communication

   Source: University of Maryland or U.S. Office of Education

7. Title: Community Education Proven Practices: Citizen Participation (1980)

   Type: Handbook

   Description: This handbook, developed by Skip Liebertz, Greg Hansen, and David Dickson, is based on several years of experience by the Salem Schools in community education and, in particular, in citizen participation. Contains the "why" and "how" of citizen involvement in decision making.

   Source: Office of Community Education

CATEGORY VII

RURAL COMMUNITY EDUCATION

1. Title: Rural Community Education-Concept Development (1979)

   Type: 16mm movie; 13min; color

   Description: Rural communities with different strengths and approaches are shown. Emphasis is on advisory councils, cooperative arrangements, comprehensive programming for all ages, needs assessment, and utilizing community resources in classroom.

   Source: Arkansas Department of Education or NCEA

2. Title: Leadership Competency Assessment for Rural Community Education Leaders (1978)

   Type: Monograph

   Description: John Zemlo and Marcia Belcher describe a project which assessed the leadership competencies needed by community education leaders in the rural South, and which designed a curriculum to develop the identified competencies.

   Source: University of Florida, Center for Community Education

3. Title: Rural Community Education (1979)

   Type: Slide-tapes

   Description: 3 packages: 1. The Rural Community Education Coordinator; 2. The Rural Advisory Council; 3. Strategies for Rural Community Education.

   Source: University of South Dakota Community Education Center or Mott Foundation

4. Title: Community Education Proven Practices: A Rural Model (1980)

   Type: Monograph

   Description: Describes the development of a rural model of community education, based on four years of experience of Alamagordo, New Mexico, Public Schools.

   Source: Alamagordo Public School or U.S. Office of Community Education

SOURCES

1. Alabama State Department of Education
   817 South Court Street, Suite 204
   Montgomery, Alabama 36104

2. Alamagordo Public Schools
   Alamagordo, New Mexico

3. Arizona Department of Education
   1535 West Jefferson
   Phoenix, Arizona 85007

4. Arkansas Department of Education
   Education Building
   Little Rock, Arkansas 72201
   Contact: Martha Nelsen, Specialist

5. Ball State University
   Institute for Community Education
   Development
   223 N. McKinley
   Muncie, Indiana 47306

6. Birmingham Public Schools
   Community Education
   550 West Merrill
   Birmingham, Michigan 48012

7. Office of Community Education
   Department of Education

8. Council of Educational Facility
   Planners, Inc.
   29 W. Woodruff Ave.
   Columbus, Ohio 43210

9. University of Florida
   Center for Community Education
   124 Norman Hall
   Gainesville, Florida 32608

10. Institute for Responsive Education
    704 Commonwealth Avenue
    Boston, Massachusetts 01115

11. University of Maryland
    College of Education
    College Park, Maryland 20742

12. Michigan State University
    College of Education
    East Lansing, Michigan
    Contact: Howard Hickey

8. Title: Citizen Participation in Education: Annotated Bibliography (2nd ed.) (1978)

   Type: Monograph

   Description: Annotated bibliography developed by Don Davies and Ross Zerchykov. 834 entries, organized into 16 chapters. Includes index.

   Source: Institute for Responsive Education

9. Title: Learning in Community: An Empowerment Approach (1980)

   Type: Monograph

   Description: Written by Robby Fried of the New Hampshire Department of Education, this monograph describes community education development from a non-school, learner-controlled base, generated in six New Hampshire towns by citizen "Core Groups."

   Source: New Hampshire Department of Education

10. Title: Community Education Proven Practices: Building Local Support (1980)

    Type: Monograph

    Description: Describes a systems approach to bring people together to help each other solve problems and collectively plan for meeting community needs.

    Source: Birmingham (Michigan) Public Schools or U.S. Office of Community Education

CATEGORY VI

YOUTH AND ADULT DEVELOPMENT

1. Title: Charting Directions for Positive Youth Development (1979)

   Type: Booklet

   Description: This publication, edited by Michael H. Kaplan and Diane Galbreath, provides an analysis of a community's potential for addressing the rising tide of youth-related problems. It also details the planning process used by the facilitators from the Institute of Cultural Affairs ("Indicative Planning") which involves four essential techniques of problem solving.

   Source: Mid-Atlantic Center for Community Education

2. Title: Interface: Lifelong Learning and Community Education (1979)

   Type: Research Report

   Description: A research report by Marcie Boucouvalas analyzing existing literature and research studies related to lifelong learning and community education. It also includes an extensive bibliography.

   Source: Mid-Atlantic Center for Community Education

3. Title: The Community Educator's Guide to Adult Learning (1978)

   Type: Monograph

   Description: This monograph by Leroy Miles and Steve R. Parson focuses on adult learning theory and principles and methods of program development.

   Source: Mid-Atlantic Center for Community Education

13. Mid-Atlantic Center for
Community Education
School of Education, University of Virginia
Charlottesville, Virginia 22903

65

14. Mott Foundation
Mott Foundation Building
Flint, Michigan 48502

15. National Community
Education Association
1030 15th Street, NW, Suite 536
Washington, D.C. 20005

16. New Hampshire Department
of Education
State House Annex
Concord, New Hampshire 03301

17. Ohio State Department of
Education
65 South Front Street
Columbus, Ohio 43215

18. Pendell Publishing Company
1700 James Savage Road
P.O. Box #1666
Midland, Michigan 48640

19. University of South Dakota
Vermillion, South Dakota 57069

20. Southwest Center for Community
Education Development
108 Farmer Building
Arizona State University
Tempe, Arizona 85281

21. Texas A & M University
College of Education
College Station, Texas 77843

22. Austin Texas Independent
School District

23. Tucson Unified School District
1010 East 10th Street
P.O. Box 40400
Tucson, Arizona 85717

24. Virginia Polytechnic Institute
and State University
Blacksburg, Virginia 24061

25. Worcester State College
486 Chandler Street
Worcester, Massachusetts 01602

APPENDICES

APPENDIX A

QUADRANT ASSESSMENT MODEL (QAM)
FOR THE ASSESSMENT OF COMPETENCIES

by
Gaston Pol and Lloyd E. McCleary

The Research and Development Laboratory, University of Utah, has undertaken a series of studies to identify, validate, and prioritize administrative competencies. Many institutions and public school districts are attempting some activity in this area as a basis of pre-service program planning, and in-service education keyed to accountability procedures. The model and procedure are easily adaptable to such purposes. Pol has completed a study on competencies in the principalship in Bolivia using the model, and McCleary is completing a study in the United States using a national sample.

Using the system approach reported in the article accompanying this issue of the Notebook, "Assessing Competency Needs in Administration," sixty competencies actually were identified and statements descriptive of them were prepared. Questions that can be raised concerning such a list include:

1. Which of the competenices identified are important to performance in the principalship according to superiors, subordinates, and principals?

2. Which of the competencies judged to be important need to be given priority in pre-service programs, which in-service, which incidentally, which on-the-job, and which need no provision for acquiring?

3. What level of proficiency is judged to be important?

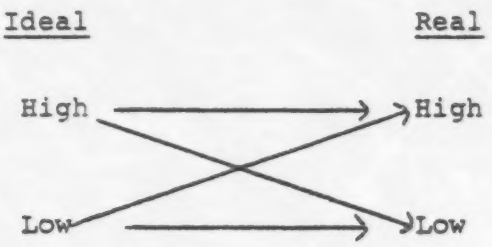
Competencies were listed and an answer sheet prepared to obtain responses to the three questions noted above. Responses were recorded as follows:

> Importance--a five-point Likert Scale was employed
>
> Where competency obtained--pre-service, in-service, on-the-job, incidentally, or not obtained were the response categories.
>
> Level of proficiency--familiarity, understanding, or application were the response categories.

Each competency was judged on each of the three questions by each respondent. Also, two forms were administered--one to collect Real perceptions, one to collect Ideal perceptions.

The Quadrant Assessment Model (QAM) The instrument permitted the collection of real and ideal perceptions of relevant populations;

the Quadrant Assessment Model was designed to compare perceptions in a logical way. The model can be shown in schematic form:



For each sub-group of the sample an Index of Importance was determined by a ranking of mean scores of each competency statement. An Index of Consensus was determined by use of the standard deviation of the response scores for each competency statement. Using both indices, a set of competencies rated High Ideal, Low Ideal, High Real and Low Real were determined as judged by each group sample. A W-correlation of Concordance was used to screen statements within each of the four categories--this procedure will not be described here, but it permitted the identification of degree of agreement among subgroups for the placement of statements in a particular category.

QAM Relationships Four sets of relationships were considered useful and these are indicated in the schematic above.

High Ideal - High Real statements were assumed to mean that the competency implied by the statement is important and that practitioners do, in fact, possess that competency. Therefore, it seems logical to infer that competencies rated in the High Ideal - High Real quadrant need to be given high priority in the planning of pre-service programs.

High Ideal - Low Real statements were assumed to mean that the competency implied by the statement is important and that practitioners generally do not possess that competency. Therefore, it seems logical to infer that competencies rated in the High Ideal - Low Real quadrant need to be given high priority in the in-service education of administrators and that consideration should be given to them in planning pre-service programs.

Low Ideal - High Real statements were assumed to mean that the competencies implied are of low importance but were likely to be over-emphasized in practice. Therefore, it seems logical to infer that these competencies should be given low priority in the in-service education of administrators and that programs of training should be examined in terms of the emphasis given them.

Low Real - Low Ideal statements were assumed to mean that the competencies implied were of little importance and were not being over-emphasized by the practitioner.

APPENDIX B

TRAINING MATERIALS
(MANUAL; INSTRUMENTS)

Training Outline: Items To Be Covered In Training

I. Overview

- A. Project in General
- B. Purpose of Q.A.M.

II. Use of assessment instruments

- A. Ideal-Self
  - 1. Fill-in
  - 2. Data ranked (group)
- B. Real-Self
  - 1. Fill-in
  - 2. Data ranked (group)
- C. Real-Others
  - 1. Fill-in
  - 2. Individual rank

III. Profiles

- A. Group rank Ideal-Real for all roles
- B. Individual profile for specific roles

IV. Analysis

- A. Q.A.M. Model explained
- B. Use of Q.A.M. with data
- C. Small group discussion (optional— discussion guide provided)

V. Evaluation

- A. School district information
- B. Training evaluation

Directions for Training

Step I

1. Read: "Overview" and "Why use Q.A.M.?"

Step II

1. Read: "Directions for Administration of Instruments"
2. Administer Instruments
   - a. Ideal-Self
   - b. Real-Self
   - c. Real-Others

Step III

1. Read: "Use of Profiles"
2. Display information for aggregate profiles for all four roles
3. Develop individual profiles using "other" ratings

Step IV

1. Read: "Analysis using the Q.A.M."
2. Use Q.A.M. with data
3. Small group discussion (optional)

Step V

1. Distribute "School district information" and "Training Evaluation" forms

OVERVIEW

In the past decade education professionals have been engaged in scrutinizing the requirements for satisfactory performance in their field. Both teachers and administrators have become aware of the need to define the parameters of performance so that effective controls can be enforced on those seeking to enter or already in the profession. This need for substantive and ongoing research and development in community education competencies was the basis upon which the present project was built. This project was developed by the Southwest Regional Center for Community Education Development, Arizona State University and funded by the United States Office of Education. It brought together community educators from school districts, the state education agency, and the university to identify and field test competencies determined to be essential in four community education roles. These roles are: superintendent, district coordinator, principal, and building level director. This process generated a data bank of validated competency statements which permits an on-the-job-assessment procedure.

The competency statements are contained in the instruments that will be used in this training. Each of the four roles will be assessed according to ideal ratings, actual performance ratings, and ratings of each individual by significant others. An analysis of the data collected by the instruments involves the use of a technique called the Quadrant Assessment Model (Q.A.M.).

Why use Q.A.M.?

1. It is a field-based procedure with competency items generated and validated by practitioners.
2. It allows for prioritization, or ranking of competencies, so that more important ones receive more attention in assessment as well as in training.
3. It can be time-and-situation specific to meet particular needs and demands.
4. It is closely linked to training programs, both inservice and preservice, since it can easily identify items which need more or less emphasis, as well as the level of proficiency required.
5. It can be readily used in sessions where practioners seek to define, analyze and clarify their respective roles and to moderate or eliminate role conflict.

The training will involve three parts:

1. Use of assessment instruments
2. Profiles: group and individual
3. Analysis using the Q.A.M.

Directions for Administration of Instruments

All competency statements in these instruments have been developed, field-tested and validated during a project directed by the Southwest Center for Community Education.

Each participant will complete at least three instruments: Ideal and actual for his/her specific role and actual-"other" for role(s) he/she is familiar with. These roles include: superintendent, principal, district community education coordinator, and community school director.

In order to develop a list of competencies that reflects needs for a specific district, it is important to rate the items carefully. All items should be ranked relative to one another. It is important to differentiate among items and rank the competencies using the full range of the scale.

This phase of the training will involve four parts.

1. Ideal-Self
   a. Distribute forms for Ideal competency rating to each participant for the position he/she holds.
   b. Read over and discuss rating procedure for the instrument.
   c. Participants fill in instrument.
   d. Collect completed forms.
   e. Calculate group means and rank data using Aggregate Profile Form for each role.
2. Actual-Self
   a. Use steps a through e explained above.

3. Actual-Others
   a. Distribute forms for Actual competency rating to each participant for (up to) three community education roles he/she does not hold.
   b. Participants fill in the instrument for how they feel that the specific person in their district actually performs that job.
   c. Distribute completed forms to each individual for his/her specific job. Each participant should receive three "other" ratings for his/her job.
   d. Participants are to calculate group means and rank data using the Individual Profile Form.
4. Profiles—read: Use of Profiles for specific directions.

Use of Profiles

When instruments have been rated, they will be collected and group means will be calculated for both the ideal and actual for each role. These data will be ranked and displayed on the Aggregate Ideal vs. Real Profile Form.

After each individual has completed an individual real profile for his/her particular role, he/she will complete forms for others with whom he/she works—the principal, superintendent, etc. The data from the self and other ratings will be ranked in the Individual Profile Form.

This phase of the training will involve two parts.

1. Aggregate Ideal vs. Real Profile Form. (This phase is done by the trainer.)

   a. Calculate group means and standard deviations for each specific role for Ideal and Actual (Real) competency instruments rated by self. See Volume II page 32 and Volume III page 30.

   b. Rank the data and file in Ideal vs. Real Profile Form for each of the four roles.

      —NOTE: Divide data in half to determine high/low divisions.

2. Individual Profile Form.

   a. List data obtained from group means for the individual's specific role in the column labeled "Aggregate Ideal Profile."

   b. List data from personal Real-Self instrument in ranked order. Put in column labeled "Self-Real."

   c. List data obtained from group means for individual roles from real-others in column labeled "Aggregate Others-Real." (For example, see page 30 Volumn III.)

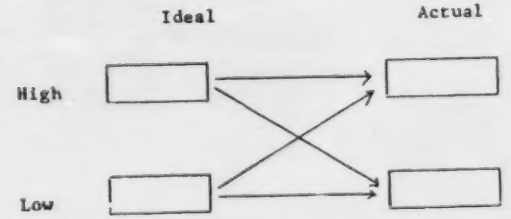
Analysis Using the Quadrant Assessment Model

The instruments permit the collection of real and ideal perceptions of four specific roles involved with community education. The Quadrant Assessment Model was designed to compare these perceptions in a logical way. The comparison of ideal and actual ratings, when ranked in terms of importance, provide variables in four possible combinations.

1. high ideal—high actual
2. high ideal—low actual
3. low ideal—high actual
4. low ideal—low actual

The QAM provides the means to examine six sets of relations and each is useful. Shown in model form the QAM reveals: 1) high-low ideal, 2) high-low actual, 3) high ideal-high actual, 4) high ideal-low actual, 5) low ideal-high actual, 6) low ideal-low actual.

THE QUADRANT ASSESSMENT MODEL



High Ideal - High Real statements are assumed to mean that competencies implied by the statements are important and that practitioners do, in fact, possess those competencies. Therefore, these statements would be important descriptions upon which to: (1) evaluate performance of practitioners, (2) determine entry level competencies for individuals assuming that role, (3) base planning of pre-service programs, and (4) determine criteria for certification.

High Ideal - Low Real statements are assumed to mean that competencies implied by the statements are important but that practitioners generally do not possess competencies implied by the statements. Therefore, these statements need to be given high priority in in-service education, are of second level importance in assessment of performance, and should be included in any re-certification considerations.

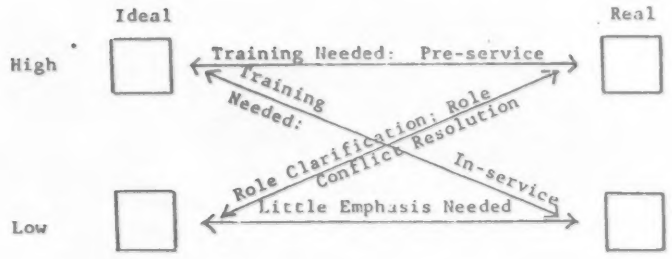
Low Ideal - High Real statements are assumed to mean that competencies implied by the statements are of low importance and are regarded to be over-emphasized in practice. Therefore, these statements would be important in assessing over-emphasis in performance and in discussing role definitions in in-service sessions. These competencies, unless further research indicates

otherwise, would not be given priority in pre-service programs or in certification considerations.

Low Ideal - Low Real statements are assumed to mean that competencies implied by the statements are of little importance and are generally not being emphasized by practitioners. These statements, too, would not be given priority in pre-service, in-service, or certification programs.

The competency approach can be used in different ways in each district or setting; this is to be expected and is, in fact, one of the strengths of the approach. New programs, for example, may use it on a much different level than well-established programs. On a statewide or regional basis the approach described in this manual can be a means to conduct a need assessment and to plan programs as the following diagram illustrates:

QUADRANT ASSESSMENT MODEL AS A NEED ASSESSMENT DEVICE



IDEAL COMPETENCY RATING INSTRUMENT

SUPERINTENDENT

NAME_____ SCHOOL_____

DATE_____ DISTRICT_____

Directions: The list below of competency statements for the position of Superintendent was developed and validated by a group of Superintendents and Administrators of Community Schools. In order to establish a listing of competencies that reflects needs for your district and for the current school year, please rate the competencies by circling the number on the scale following each competency. Rate items relative to one another. For the scale, the ratings are as follows:

5 = Most Important (for a Superintendent in your district)
4 = Important
3 = Somewhat Important
2 = Less Important
1 = Least Important
0 = Does Not Apply or Cannot Rate

** You should differentiate among items; that is, some items should be ranked "1", some "2", some "3", some "4", and some "5". **

Importance of Ability to:

1) Assume leadership in the development of board policies regarding Community Education's relationship to the total education program 5 4 3 2 1 0

2) Encourage diversity in the total program of the district as desired by community 5 4 3 2 1 0

3) Develop receptivity on the part of school district personnel and community patrons for Community Education 5 4 3 2 1 0

4) Effect communications with patrons in the district 5 4 3 2 1 0

5) Identify problems and manage conflicts 5 4 3 2 1 0

6) Organize district programs, personnel, and facilities 5 4 3 2 1 0

7) Through needs assessment involve the community in determining the content of the Community Education program 5 4 3 2 1 0

8) Interface with other community resources and agencies 5 4 3 2 1 0

9) Foster the personal growth and development of all staff and faculty, including that of self 5 4 3 2 1 0

10) Establish a public information program with two-way flow of information and recommendations 5 4 3 2 1 0

11) Provide leadership in securing financial support for Community Education programs 5 4 3 2 1 0

12) Provide for a plan of research, development and evaluation for the Community Education program 5 4 3 2 1 0

IDEAL COMPETENCY RATING INSTRUMENT

PRINCIPAL

NAME_____ SCHOOL_____

DATE_____ DISTRICT_____

Directions: The list below of competency statements for the position of Principal was developed and validated by a group of Principals and Administrators of Community Schools. In order to establish a listing of competencies that reflects needs for your district and for the current school year, please rate the competencies by circling the number on the scale following each competency. Rate items relative to one another. For the scale, the ratings are as follows:

5 = Most Important (for a Principal in your district)
4 = Important
3 = Somewhat Important
2 = Less Important
1 = Least Important
0 = Does Not Apply or Cannot Rate

** You should differentiate among items; that is, some items should be ranked "1", some "2", some "3", some "4", and some "5". **

Importance of Ability to:

1)	Comprehend and implement policy and goals consistent with district philosophy	5 4 3 2 1 0
2)	Employ procedures for establishing organizational goals	5 4 3 2 1 0
3)	Serve as liaison between school and Board of Education, district offices, Community Education Director, and community	5 4 3 2 1 0
4)	Supervise assessment of program needs with the help of the community	5 4 3 2 1 0
5)	Supervise planning of instructional and curricular programs	5 4 3 2 1 0
6)	Supervise program implementation	5 4 3 2 1 0
7)	Apply problem-solving procedures	5 4 3 2 1 0
8)	Supervise planning and scheduling in accordance with available facilities and equipment	5 4 3 2 1 0
9)	Assess school and community attitudes toward Community Education	5 4 3 2 1 0
10)	Clarify roles and responsibilities in the Community School	5 4 3 2 1 0
11)	Generate and maintain a supportive attitude with staff and community	5 4 3 2 1 0
12)	Work through conflict situations	5 4 3 2 1 0
13)	Recruit and select a competent Community Education Director	5 4 3 2 1 0
14)	Supervise the Community Education Director	5 4 3 2 1 0
15)	Regularly evaluate the competence of Community Education Director	5 4 3 2 1 0
16)	Plan all phases of Community Education program consistent with laws that relate to financing Community Education	5 4 3 2 1 0
17)	Organize program with Community Education staff in harmony with financial resources available	5 4 3 2 1 0
18)	Supervise and manage financial affairs relating to district and agency funds	5 4 3 2 1 0
19)	Identify and utilize community resources which effect successful operation of the Community Education program	5 4 3 2 1 0
20)	Plan and establish a public relations program relating to Community Education	5 4 3 2 1 0
21)	Assist in developing and maintaining a productive Community Education council	5 4 3 2 1 0
22)	Employ professional research techniques	5 4 3 2 1 0
23)	Interpret research data	5 4 3 2 1 0
24)	Evaluate the Community Education program in relation to education program goals	5 4 3 2 1 0
25)	Utilize evaluative data to modify the Community Education program	5 4 3 2 1 0

IDEAL COMPETENCY RATING INSTRUMENT
DISTRICT COMMUNITY EDUCATION COORDINATOR

NAME_____ SCHOOL_____

DATE_____ DISTRICT_____

Directions: The list below of competency statements for the position of District Community Education Coordinator was developed and validated by a group of Coordinators and Administrators of Community Schools. In order to establish a listing of competencies that reflects needs for your district and for the current school year, please rate the competencies by circling the number on the scale following each competency. Rate items relative to one another. For the scale, the ratings are as follows:

5 = Most Important (for a District Coordinator in your district)
4 = Important
3 = Somewhat Important
2 = Less Important
1 = Least Important
0 = Does Not Apply or Cannot Rate

** You should differentiate among items; that is, some items should be ranked "1", some "2", some "3", some "4", and some "5". **

Importance of Ability to:

1)	Identify district Community Education goals and objectives for the overall program	5 4 3 2 1 0
2)	Develop strategies for accomplishing goals and objectives	5 4 3 2 1 0
3)	Provide advice to local unit coordinators in the goal development process	5 4 3 2 1 0
4)	Assist building level directors and community groups in the development and implementation of surveys, Needs Assessments, etc.	5 4 3 2 1 0
5)	Identify resources in the community	5 4 3 2 1 0
6)	Develop programs which meet identified district-wide needs	5 4 3 2 1 0
7)	Develop structures through which the Community Education program functions	5 4 3 2 1 0
8)	Utilize various management systems and leadership styles	5 4 3 2 1 0
9)	Have a working knowledge of existing board policy as it relates to Community Education	5 4 3 2 1 0
10)	Advise the Board through proper channels on the development of needed Community Education policy	5 4 3 2 1 0
11)	Develop regulations which define board policy dealing with Community Education	5 4 3 2 1 0
12)	Prepare and present reports to the board through proper channels concerning fiscal status, intents, etc.	5 4 3 2 1 0
13)	Develop a budget and furnish information, such as sources of funding, cost estimates, etc.	5 4 3 2 1 0
14)	Administer the adopted budget	5 4 3 2 1 0
15)	Assess effectiveness of expenditures	5 4 3 2 1 0
16)	Facilitate, guide and coordinate the work of a district Community Education council	5 4 3 2 1 0
17)	Communicate with all segments and elements of the community	5 4 3 2 1 0
18)	Promote the Community Education concept through the various media	5 4 3 2 1 0
19)	Employ effective human relations skills	5 4 3 2 1 0
20)	Engage effectively in conflict resolution	5 4 3 2 1 0
21)	Provide building unit coordinators with alternative problem solutions	5 4 3 2 1 0
22)	Utilize a team approach at the various organizational levels in providing Community Education programs	5 4 3 2 1 0
23)	Recruit, interview and recommend unit Community Education directors	5 4 3 2 1 0
24)	Select support staff for the Community Education program	5 4 3 2 1 0
25)	Provide pre-service, in-service, training and/or orientation for Community Education personnel	5 4 3 2 1 0

26)	Develop specifications for job descriptions for the Community School personnel	5	4	3	2	1	0
27)	Clarify the role of the Community Education directors and their relationships with district and local staffs	5	4	3	2	1	0
28)	Evaluate the effectiveness of Community Education directors	5	4	3	2	1	0
29)	Recognize the functions, needs, and problems of Community Education	5	4	3	2	1	0
30)	Utilize comprehensive methods of evaluation	5	4	3	2	1	0
31)	Assist the Community Education directors in the development of their instruments for the evaluation of programs	5	4	3	2	1	0
32)	Compile and analyze the evaluations for district reports and make recommendations	5	4	3	2	1	0

IDEAL COMPETENCY RATING INSTRUMENT

COMMUNITY SCHOOL DIRECTOR

NAME_____ SCHOOL_____

DATE_____ DISTRICT_____

Directions: The list below of competency statements for the position of Community School Director was developed and validated by a group of Directors and Administrators of Community Schools. In order to establish a listing of competencies that reflects needs for your district and for the current school year, please rate the competencies by circling the number on the scale following each competency. Rate items relative to one another. For the scale, the ratings are as follows:

5 = Most Important (for a Community School Director in your district)
4 = Important
3 = Somewhat Important
2 = Less Important
1 = Least Important
0 = Does Not Apply or Cannot Rate

** You should differentiate among items; that is, some items should be ranked "1", some "2", some "3", some "4", and some "5". **

Importance of Ability to:

1) Provide a community school program in which students and community members will participate 5 4 3 2 1 0

2) Work with staff in understanding their role in Community Education and in supporting and working effectively with Community Education 5 4 3 2 1 0

3) Respond to changing situations within the community and adapt the program to meet changing needs using Community Council input 5 4 3 2 1 0

4) Use effective two-way communication 5 4 3 2 1 0

5) Appropriately assign work and monitor results—delegating responsibility 5 4 3 2 1 0

6) Work with school and community groups in assessment, planning, decision making and evaluation --facilitate the problem-solving process 5 4 3 2 1 0

7) Educate the community about the Community Education Concept 5 4 3 2 1 0

8) Develop and disseminate public relations materials 5 4 3 2 1 0

9) Establish and maintain positive working and personal relationships with school and community people 5 4 3 2 1 0

10) Promote an atmosphere which encourages positive interactions -- environment of trust 5 4 3 2 1 0

11) Cooperate with community agencies to result in mutual benefits -- exchange of assets 5 4 3 2 1 0

12) Work with the Council to assess community needs and to program accordingly 5 4 3 2 1 0

13) Identify and use human, financial and physical resources 5 4 3 2 1 0

14) Obtain, coordinate and schedule use of facilities 5 4 3 2 1 0

15) Keep accurate records 5 4 3 2 1 0

16) Identify and prioritize goals and objectives for the Community School program 5 4 3 2 1 0

17) Manage Community Education programs and services

18) Establish an evaluation process to assess program effectiveness on a continuous basis 5 4 3 2 1 0

19) Provide and participate in in-service opportunities 5 4 3 2 1 0

20) Maintain an accurate financial record system 5 4 3 2 1 0

21) Specify job requirements for Community School staff (paid and volunteer) 5 4 3 2 1 0

22) Recruit, interview and select personnel for the Community School program 5 4 3 2 1 0

23) Supervise and evaluate the performance of Community School staff 5 4 3 2 1 0

24) Promote cooperation between day and evening Community School staff 5 4 3 2 1 0

REAL or ACTUAL COMPETENCY RATING INSTRUMENT

SUPERINTENDENT

82

NAME_____ YOUR POSITION_____

DATE_____ DISTRICT_____

RATING OF_____

Directions: The list of competency statements for the position of Superintendent below is a list developed and validated for this position. You are asked to rate the actual performance of the person listed above as you perceive his/her performance to be in terms of each competency. The ratings are:

5 = Highest Level of Effectiveness (for a Superintendent in your district)
4 = Very Effective
3 = Effective
2 = Somewhat Effective
1 = Lowest Level of Effectiveness
0 = Does Not Apply or Cannot Rate

** You should differentiate among items; that is, some items should be ranked "1", some "2", some "3", some "4", and some "5". **

Ability to:

1) Assume leadership in the development of board policies regarding Community Education's relationship to the total education program 5 4 3 2 1 0

2) Encourage diversity in the total program of the district as desired by community 5 4 3 2 1 0

3) Develop receptivity on the part of school district personnel and community patrons for Community Education 5 4 3 2 1 0

4) Effect communications with patrons in the district 5 4 3 2 1 0

5) Identify problems and manage conflicts 5 4 3 2 1 0

REAL or ACTUAL COMPETENCY RATING INSTRUMENT

PRINCIPAL

NAME_____ YOUR POSITION_____

DATE_____ DISTRICT_____

RATING OF_____

Directions: The list of competency statements for the position of Principal below is a list developed and validated for this position. You are asked to rate the actual performance of the person listed above as you perceive his/her performance to be in terms of each competency. The ratings are:

5 = Highest Level of Effectiveness (for a Principal in your district)
4 = Very Effective
3 = Effective
2 = Somewhat Effective
1 = Lowest Level of Effectiveness
0 = Does Not Apply or Cannot Rate

** You should differentiate among items; that is, some items should be ranked "1", some "2", some "3", some "4", and some "5". **

Ability to:

1) Comprehend and implement policy and goals consistent with district philosophy 5 4 3 2 1 0

2) Employ procedures for establishing organizational goals 5 4 3 2 1 0

3) Serve as liaison between school and Board of Education, district offices, Community Education Director, and community 5 4 3 2 1 0

4) Supervise assessment of program needs with the help of the community 5 4 3 2 1 0

5) Supervise planning of instructional and curricular programs 5 4 3 2 1 0

6) Supervise program implementation 5 4 3 2 1 0

REAL or ACTUAL COMPETENCY RATING INSTRUMENT

COMMUNITY SCHOOL DIRECTOR

NAME_____ YOUR POSITION_____

DATE_____ DISTRICT_____

RATING OF_____

Directions: The list of competency statements for the position of Community School Director below is a list developed and validated for this position. You are asked to rate the actual performance of the person listed above as you perceive his/her performance to be in terms of each competency. The ratings are:

5 = Highest Level of Effectiveness (for Community School Director in your district)
4 = Very Effective
3 = Effective
2 = Somewhat Effective
1 = Lowest Level of Effectiveness
0 = Does Not Apply or Cannot Rate

** You should differentiate among items; that is, some items should be ranked "1", some "2", some "3", some "4", and some "5". **

Ability to:

1) Provide a community school program in which students and community members will participate 5 4 3 2 1 0

2) Work with staff in understanding their role in Community Education and in supporting and working effectively with Community Education 5 4 3 2 1 0

3) Respond to changing situations within the community and adapt the program to meet changing needs using Community Council input 5 4 3 2 1 0

4) Use effective two-way communication 5 4 3 2 1 0

5) Appropr: tely assign work and monitor results—delegating responsibility 5 4 3 2 1 0

REAL or ACTUAL COMPETENCY RATING INSTRUMENT

DISTRICT COMMUNITY EDUCATION COORDINATOR

NAME_____ YOUR POSITION_____

DATE_____ DISTRICT_____

RATING OF_____

Directions: The list of competency statements for the position of District Community Education Coordinator below is a list developed and validated for this position. You are asked to rate the actual performance of the person listed above as you perceive his/her performance to be in terms of each competency. The ratings are:

5 = Highest Level of Effectiveness (for a District Coordinator in your district)
4 = Very Effective
3 = Effective
2 = Somewhat Effective
1 = Lowest Level of Effectiveness
0 = Does Not Apply or Cannot Rate

** You should differentiate among items; that is, some items should be ranked "1", some "2", some "3", some "4", and some "5". **

Ability to:

1) Identify district Community Education goals and objectives for the overall program 5 4 3 2 1 0

2) Develop strategies for accomplishing goals and objectives 5 4 3 2 1 0

3) Provide advice to local unit coordinators in the goal development process 5 4 3 2 1 0

4) Assist building level directors and community groups in the development and implementation of surveys, Needs Assessments, etc. 5 4 3 2 1 0

5) Identify resources in the community 5 4 3 2 1 0

6) Develop programs which meet identified district-wide needs 5 4 3 2 1 0

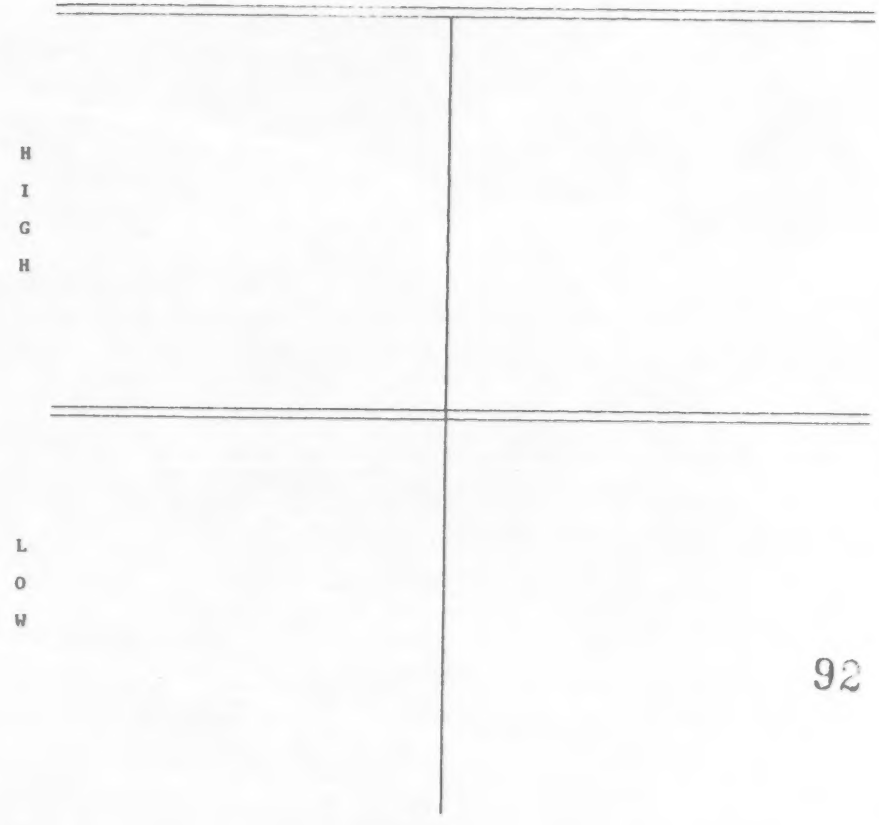
7) Develop structures through which the Community Education program functions 5 4 3 2 1 0

AGGREGATE IDEAL VS. REAL PROFILE FORM

Community Education Competencies

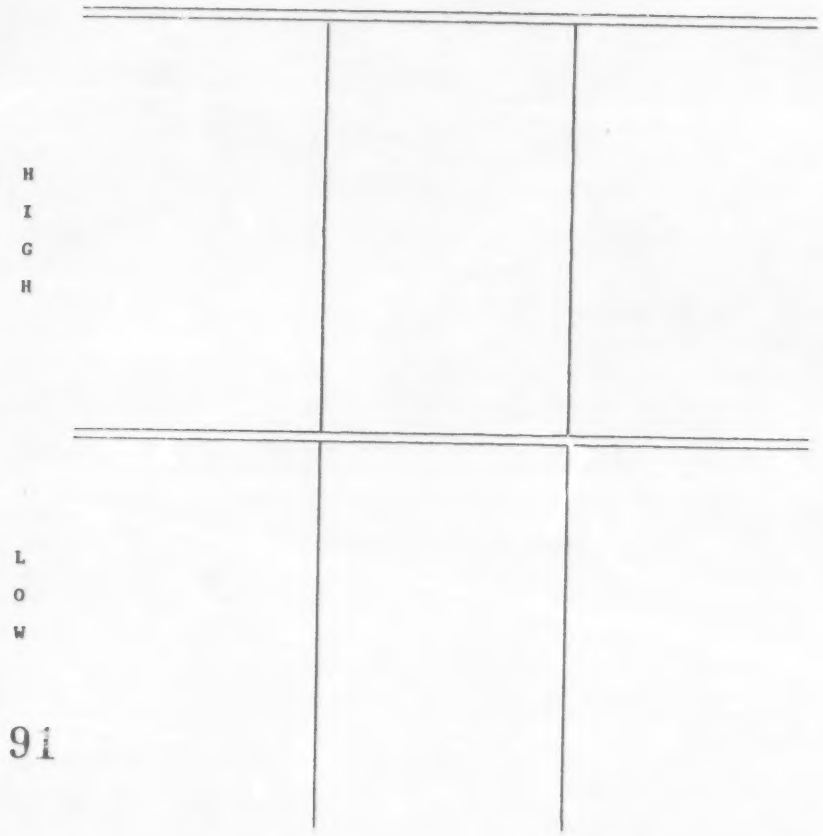
POSITION _____

IDEAL VS. REAL



INDIVIDUAL PROFILE FORM

POSITION _____



DISCUSSION GUIDE

Small Group Activity

1. Is it important for various administrators in the district to agree on the Ideal profile?

2. If Self-Real and Other-Real profiles vary, what does this mean?

3. Are there any significant differences in the way competencies are prioritized across positions?

4. What implications do these differences have for your district?

5. What types of in-service training would seem appropriate to correct serious differences in how positions are described (Ideal) and rated (Real)?

EVALUATION FORM

1. Explanation of Ideal and Actual profile forms and how to complete them was:

   Adequate 1 2 3 4 5 Inadequate

2. Use of Ideal and Actual profiles to identify situation-specific competencies was:

   Effective 1 2 3 4 5 Ineffective

3. Use of Ideal and Actual profiles to identify role conflict was:

   Effective 1 2 3 4 5 Ineffective

4. Use of profiles to establish professional development needs for me was:

   Effective 1 2 3 4 5 Ineffective

5. The instruments and materials used were:

   Adequate 1 2 3 4 5 Inadequate

6. As a trainer for use of this instrument I feel I will be:

   Effective 1 2 3 4 5 Ineffective

7. How do you feel that these instruments may be useful to you personally?

8. What specific suggestions do you have for improving this training workshop?

9. Do you have any specific questions about using these instruments that need clarification?

10. If you will be a trainer for use of these instruments, what changes will you make for your particular situation?

Comments:

NATIONAL CONSORTIUM ON COMPETENCY-BASED
COMMUNITY EDUCATION

CONTRACT

As a member of the National Consortium on Community Education, Arizona State University agrees to perform the following services:

1. to train at least one other staff person to work with the above named institution to conduct training sessions in the QAM competency-based approach.

2. to conduct training sessions as detailed below:

Training Session 1:

Participants: Albuquerque Public School Personnel

Dates: December 1979

Locations: Albuquerque, NM

Training Session 2:

Participants: Colorado Community Education Coordinators, Directors, Superintendents, Principals (Colorado Association of Community Educators)

Dates: January 1980

Locations: Colorado Springs, CO

Training Session 3:

Participants: New Community Education Coordinators, Directors, Superintendents, Principals in Arizona (Arizona Community Education Association)

90 Dates: April 1980

Locations: Spring Swap Shop (Payson, AZ)

(Use additional sheet to detail any other training sessions.)

3. to disseminate information on the Consortium and its various activities through regular publications, and to provide copies of all such materials to Arizona State University.

4. to recruit three new Consortium members according to the criteria established by the Project and agreed upon by Consortium members.

5. to conduct training sessions for new members to improve their skills in conducting training workshops in the QAM competency-based approach:

   a. new Consortium members will be identified by January 1980.

   b. letters of commitment from new members will be on file at the project office by April 1980.

   c. training sessions for new members will be completed by Oct. 1980.

   d. contracts with new members will be on file at the project office by Oct. 1980.

   suggested new members: BYU; NMSU; UNM.

In return, Arizona State University project staff will provide the following:

1. all materials and/or master copies of materials for training, including instruments, overview of project for participants, trainer's guide, and training evaluation forms;

2. $500.00 for travel expenses plus $30.00 for meals during training;

3. data analysis of all training sessions;

4. a preliminary draft of project report for review;

5. ten copies of all project reports; and

6. one copy of exemplary curriculum modules.

Signature of Member Date

Signature of Project Director Date

Additional training provided to new consortium members:

1) 5 professors, Brigham Young University Center for Community Education January 8, 1980;

2) 16 Southeastern professors (session conducted with Valdosta State College) September 4-5, 1980.

NATIONAL CONSORTIUM ON COMPETENCY-BASED
COMMUNITY EDUCATION

CONTRACT

As a member of the National Consortium on Community Education, Valdosta State College agrees to perform the following services:

1. to train at least one other staff person to work with the above named institution to conduct training sessions in the QAM competency-based approach Jim Swette

2. to conduct training sessions as detailed below:

Training Session 1: Dr. Walt Denero, University of Georgia, Athens, GA
Participants: Dr. Joe Mann, West Georgia College, Carrollton, GA
Dr. Charles Exley, Georgia State University, Atlanta, GA
Dr. Dave Storey, Columbus College, Columbus, GA
Dates: February 7, 1980
Locations: Atlanta, GA

Training Session 2: Dr. Paul Ruark, University of Alabama, Birmingham, AL
Participants: Dr. Jim Gillis, West Florida University, Pensacola, FL
Dr. Larry Winecoff, University of South Carolina, Columbia, S.C.
Dr. V. M. Kerensky, Florida Atlantic University, Boca Raton, FL
Dr. Steve Parson, Virginia Polytechnic Institute and State University, Blacksburg, VT
Dates: May 14-15, 1980
Locations: Gainesville, FL

Training Session 3:
Participants:

92

Dates: _____

Locations: _____

_____

(Use additional sheet to detail any other training sessions.)

3. to disseminate information on the Consortium and its various activities through regular publications, and to provide copies of all such materials to Arizona State University.

4. to recruit three new Consortium members according to the criteria established by the Project and agreed upon by Consortium members.

5. to conduct training sessions for new members to improve their skills in conducting training workshops in the QAM competency-based approach:

   a. new Consortium members will be identified by June 1, 1980.

   b. letters of commitment from new members will be on file at the project office by June 15, 1980.

   c. training sessions for new members will be completed by May 15, 1980.

   d. contracts with new members will be on file at the project office by June 15, 1980.

In return, Arizona State University project staff will provide the following:

1. all materials and/or master copies of materials for training, including instruments, overview of project for participants, trainer's guide, and training evaluation forms;

2. $500.00 for travel expenses plus $30.00 for meals during training;

3. data analysis of all training sessions;

4. a preliminary draft of project report for review;

5. ten copies of all project reports; and

6. one copy of exemplary curriculum modules.

Paul F De Langy
Signature of Member Date

Susan C Paddock
Signature of Project Director Date

C-1

NATIONAL CONSORTIUM ON COMPETENCY-BASED
COMMUNITY EDUCATION

CONTRACT

As a member of the National Consortium on Community Education, Western Michigan University agrees to perform the following services:

1. to train at least one other staff person to work with the above named institution to conduct training sessions in the QAM competency-based approach.

2. to conduct training sessions as detailed below:

Training Session 1:

Participants: Grand Rapids Public Schools - Supt., Principals, District Coordinator, and Building Coordinators

Dates: February, 1980

Locations: Grand Rapids, MI

Training Session 2:

Participants: Public School Superintendents, Principals, District Coordinators and Building Coordinators from six school districts

Dates: March, 1980

Locations: Kalamazoo, MI

Training Session 3:

Participants: Public School Superintendents, Principals, District Coordinators and Building Coordinators from six Wisconsin School Districts

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Dates: April, 1980

Locations: Madison, WI

(Use additional sheet to detail any other training sessions.)

3. to disseminate information on the Consortium and its various activities through regular publications, and to provide copies of all such materials to Arizona State University.

4. to recruit eight new Consortium members according to the criteria established by the Project and agreed upon by Consortium members.

5. to conduct training sessions for new members to improve their skills in conducting training workshops in the QAM competency-based approach:

   a. new Consortium members will be identified by January, 1980.

   b. letters of commitment from new members will be on file at the project office by January, 1980.

   c. training sessions for new members will be completed by April, 1980.

   d. contracts with new members will be on file at the project office by January, 1980.

In return, Arizona State University project staff will provide the following:

1. all materials and/or master copies of materials for training, including instruments, overview of project for participants, trainer's guide, and training evaluation forms;

2. $500.00 for travel expenses plus $30.00 for meals during training;

3. data analysis of all training sessions;

4. a preliminary draft of project report for review;

5. ten copies of all project reports; and

6. one copy of exemplary curriculum modules.

Donald C Weaver 11/12/79
Signature of Member Date

Susan Paddock
Signature of Project Director Date

NATIONAL CONSORTIUM ON COMPETENCY-BASED
COMMUNITY EDUCATION

CONTRACT

As a member of the National Consortium on Community Education, Rocky Mountain Community Education Center agrees to perform the following services:

1. to train at least one other staff person to work with the above named institution to conduct training sessions in the QAM competency-based approach.

2. to conduct training sessions as detailed below:

Training Session 1:

Participants: 35 Community Education Interns at Rocky Mountain Center.

Dates: April 11, 1980

Locations: Maple Dell, Payson, Utah

Training Session 2:

Participants: 20 Center, Utah State Office, state Association, Local District Community Educators

Dates: May 19, 1980

Locations: Provo, Utah

Training Session 3:

Participants: Canadian Community Educators

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Dates: May 31, 1980

Locations: Brandon, Manitoba

(Use additional sheet to detail any other training sessions.)

3. to disseminate information on the Consortium and its various activities through regular publications, and to provide copies of all such materials to Arizona State University.

4. to recruit --- new Consortium members according to the criteria established by the Project and agreed upon by Consortium members.

5. to conduct training sessions for new members to improve their skills in conducting training workshops in the QAM competency-based approach:

   a. new Consortium members will be identified by ---.

   b. letters of commitment from new members will be on file at the project office by ---.

   c. training sessions for new members will be completed by ---.

   d. contracts with new members will be on file at the project office by _____.

In return, Arizona State University project staff will provide the following:

1. all materials and/or master copies of materials for training, including instruments, overview of project for participants, trainer's guide, and training evaluation forms;

2. $500.00 for travel expenses plus $30.00 for meals during training;

3. data analysis of all training sessions;

4. a preliminary draft of project report for review;

5. ten copies of all project reports; and

6. one copy of exemplary curriculum modules.

[signature] 5-12-80
Signature of Member Date

[signature] 5-12-80
Signature of Project Director Date

APPENDIX D

LETTERS FROM CONSORTIUM MEMBERS

Northwest Coalition for Community Education Development

College of Education • University of Oregon
1724 Moss Street • Eugene, Oregon 97403 • Phone (503) 686-3996

December 21, 1978

Dr. Brian Miller, Coordinator
Southwest Regional Center for
Community School Development
Farmer Education Building
Arizona State University
Tempe, Arizona 85281

Dear Brian:

This is a follow-up to our recent discussions regarding the possible involvement of the Oregon Center in your proposed federal project related to competency-based assessment and training in Community Education.

Please be assured that the Oregon Center is a willing cooperator on ASU's proposed project and that we will indeed commit the necessary staff time to carry out the work associated with the project. More specifically, the Oregon Center will commit a staff person to undergo the orientation to the materials and will make the necessary arrangements to conduct several dissemination/training sessions here in the Pacific Northwest. While the majority of these activities could be centered in Oregon, we also have the contacts and capability to provide similar sessions in Alaska, Washington, and Montana.

Please accept this letter as our formal commitment to participate in your project if it receives the requested federal support.

Warmest regards,

Larry Horyna, Director
Oregon Center

LH:dk

Northwest Community Education Development Center
University of Oregon
1724 Moss Street
Eugene, Oregon 97403
(503) 686-3996

ALASKA
Community Education Center
State Department of Education
Pouch F, State Office Building
Juneau, Alaska 99811
(907) 465-2843

MONTANA
Community Education Center
College of Education
218 Reid Hall
Western Montana University
Dillon, Montana 59725
(406) 683-7331

OREGON
Community Education Center
University of Oregon
1724 Moss Street
Eugene, Oregon 97403
(503) 686-3997

Clackamas Community Education Center
Clackamas Community College
19600 S. Molalla Avenue
Oregon City, Oregon 97045
(503) 656-2631, ext. 331

WASHINGTON
Community Education Center
Office of the State Superintendent
Old Capitol Building
Olympia, Washington 98504
(206) 753-6748

Serving Alaska, Montana, Oregon and Washington

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION, TEXAS 77843

Department of
EDUCATIONAL ADMINISTRATION

Room 615
M. T. HARRINGTON EDUCATION CENTER
Phone (713) 845-2716

January 4, 1978

Dr. Brian P. Miller
Project Director
Southwest Center for
Community Education Development
108 Farmer Building
Arizona State University
Tempe, Arizona 85281

Dear Brian:

I was most pleased to hear that you plan to further develop and disseminate the materials and procedures that have originated in your center. These materials and procedures are of the highest quality and collectively represent one of the most comprehensive and thorough efforts to specify the competencies underlying a set of task-related roles that I have ever seen. The best of the competency-based materials that I have seen, during my years of involvement in professional competency-based education, tend to view separate roles in near isolation from one another. Your attempt to look at them in a more holistic fashion is nearly unique. This is a real asset.

There is always the danger that materials so excellently prepared will be limited in their scope of application because inadequate attempts are made to apply them elsewhere. It is for this reason that I am most enthusiastic about your proposal to disseminate your methods and procedures on a broader scale. Suitable assessment procedures and suitably trained assessment personnel have been notably lacking in the professional competency-based movement. This lack has, in effect, been the "Achilles heel" in many otherwise outstanding competency-oriented programs. By broadly disseminating your assessment materials and procedures, you can enormously assist many communities and institutions in dealing with this central difficulty.

I have discussed your proposed activity with Dr. Robert Berridge, the director of the Center for Community Education here at Texas A&M University. He also responded positively and enthusiastically and concurs in my hearty endorsement of what you are doing. We would be most happy to cooperate with you in your training and dissemination endeavors and hope that we have the opportunity and the capacity to do so when you are ready to begin operation.

Please keep me posted as things develop.

Sincerely,

David A. Erlandson
Assistant Professor

DAE/lao

cc: Dr. Robert I. Berridge

66

Valdosta State College

Valdosta, Georgia 31601

January 3, 1979

Dr. Brian Miller, Director
Regional Center for Community Education
Arizona State University
Tempe, AZ 85281

Dear Brian:

We are indeed interested in further participation with your institution on your proposal to use the identified competencies and the OAM model to develop a community education curriculum.

Hopefully we can offer some expertise by integrating the Guided Design technique as a teaching method with the results of your years of work.

There is definitely a great need for the products of your proposal to be shared through training programs, assessments, and development of curricula that can be offered nationwide.

Your idea of using a consortium seems worthwhile as an effective way to develop a delivery network to train persons interested in competency based training programs in community education and to disseminate information.

I look forward to continued involvement with your present project and heartily support your ideas for continuation.

Sincerely,

Paul F. DeLargy
Director, Center for Community Education

PFD/pdd

A Senior Unit within the University System of Georgia
and an Equal Opportunity Employer

WESTERN MICHIGAN UNIVERSITY

COLLEGE OF EDUCATION
Department of Educational Leadership
Community Leadership Training Center

KALAMAZOO, MICHIGAN 49008

December 18, 1978

Dr. Brian Miller, Coordinator
Southwest Regional Center for
Community Education Development
108 Farmer Ed. Building
Arizona State University
Tempe, AZ 85281

Dear Brian:

It is my understanding that the Southwest Regional Center for Community Education Development proposes to train selected community educators in the use of the competency-based methodology which has been developed at Arizona State University. Please be assured that we at Western Michigan University believe that such approaches are needed in our field and would hope to be included to participate in such training.

Thank you for making the opportunity available to us.

Sincerely,

Donald C. Weaver
Director

smd

UNIVERSITY OF UTAH

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
PROGRAMS IN CULTURAL FOUNDATIONS OF EDUCATION AND EDUCATIONAL ADMINISTRATION

January 8, 1979

Ms. Susan C. Paddock
Southwest Regional Center for
Community Education Development
108 Farmer Building
Arizona State University
Tempe, Arizona 85281

Dear Ms. Paddock:

The proposal for the development work growing out of your research on competencies in administration of community education is a greatly needed effort which will make a significant and unique contribution. The Center's activity, through your efforts, has become nationally known for the quality and relevance of its work, and it would be a pleasure to cooperate with you.

I am writing to assure you that the R & D Lab staff and facilities at the University of Utah will be available to your project. The scope of your work falls within the defined mission of the R & D Lab, and the Lab, through its on-going work, can offer significant material and consultative assistance. Our experience in development and testing of modules, computer facilities, and prior development work in competency assessment will be made available to your project according to your needs.

We look forward to hearing from you as your work moves forward.

Sincerely yours,

Lloyd E. McCleary
Director, R & D Lab

LEM:ga

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION, TEXAS 77843

Center for
COMMUNITY EDUCATION

September 11, 1979

Dr. Brian P. Miller, Coordinator
Southwest Regional Center for
Community Education Development
108 Farmer Education Building
College of Education
Arizona State University
Tempe, Arizona 85281

Dear Brian:

Because of time constraints and the added number of school districts pursuing community education in Texas, I must withdraw from the consortium of universities working on the competency based assessment project.

Thank you for including us in your plans. I am interested in your results.

Sincerely,

Bob

Robert I. Berridger, Director
Center for Community Education

RB/eb

Northwest Coalition for Community Education Development

College of Education • University of Oregon
1724 Moss Street • Eugene, Oregon 97403 • Phone (503) 686-3666

December 5, 1979

Dr. Susan Paddock, Research Associate
SW Center for Community Education Development
108 Farmer Building
College of Education
Arizona State University
Tempe, AZ 85281

Dear Susan:

I hope this letter finds you in good health and spirits (not to be confused with beverages). I enjoyed seeing you in Boston, especially our conversation Wednesday afternoon.

As I mentioned to you in Boston, the Northwest Coalition wishes to withdraw its membership with the Competency-Based Training Consortium you are directing. The primary reason is that Community Educators in our region have not been interested in using the QAM process for role clarification/assessment. I do not want to remain involved in a process that is not used by the field. Our membership, in this situation, would be in name only.

Therefore, please accept this letter as our formal notification of withdrawal from the Consortium. Best wishes with this project's success.

Have a happy and safe holiday season.

Warmest regards,

David A. Santellanes
Coordinator

DAS:dm

Serving Alaska, Montana, Oregon and Washington

WESTERN MICHIGAN UNIVERSITY

COLLEGE OF EDUCATION
Department of Educational Leadership
Community Leadership Training Center

KALAMAZOO, MICHIGAN
49008

August 5, 1980

Dr. Susan Paddock
Faculty Research Associate
Southwest Center for Community
Education Development
108 Farmer Education Building
College of Education
Arizona State University
Tempe, AZ 85281

Dear Susan:

Enclosed are reports on our activities as a consortium member during 1979-80.

Needless to say, we enjoyed being a consortium member and look forward to further opportunities to work with you. In your next proposal build in travel funds for yourself to Michigan - we would like to have you visit us!

See you in Denver.

Sincerely,

Don

Donald C. Weaver
Director

smd

enc.

APPENDIX E

ISSUES OF THE SIGNBOARD

COMPETENCY--BASED COMMUNITY EDUCATION CONSORTIUM

SIGNBOARD

JANUARY 1980

1980 GREETINGS!!!

The staff of the competency-based community education federal project wish all consortium members the very best during 1980.

The first steps in establishing the competency-based consortium have not been easy, but it now appears that we are on solid ground and moving ahead. We all hope that the consortium will be of benefit to both trainers and trainees, and that the idea and its implementation will continue to grow and be strengthened during 1980.

During the meeting in Boston consortium members indicated that a communication vehicle would be valuable for the maintenance and development of the consortium. The Signboard is that vehicle; it will be published regularly and will contain updates on members' activities.

In order for the Signboard to function effectively, we need your notes and news. As you schedule meetings, get feedback, discover shortcomings and strengths of the process, or imagine new ways to improve the consortium, please jot down a few notes and send them our way. You need not worry about grammar or typos--we'll do the editing if you send in the information.

In other ways the staff of the project hopes to strengthen the consortium and the competency-based approach to training in community education. We will be disseminating information about the consortium, materials for training, and information about the progress of the project. As consortium members you will be on the top of our dissemination mailing list. If you know of others who would like to receive information and publications, please send us their names.

A very good 1980 to all!

Susan, Lane and Bobbie

WESTERN MICHIGAN UNIVERSITY

Don Weaver of Western Michigan University report plans for the following workshops:

- for Grand Rapids Public Schools in February, 1980
- for personnel from six Michigan school districts in March, 1980
- for personnel from six Wisconsin school districts in April, 1980.

Don also plans to recruit eight new consortium members. We commend Don on his ambitiousness!

ARIZONA STATE UNIVERSITY

Brian Miller of Arizona State University has already conducted a training session with personnel from Albuquerque, New Mexico, public schools. Brian says feedback from the New Mexicans was most enthusiastic. Participants at the training session included representatives from other community agencies as well--an indication that the process works well in a number of settings.

Brian will be traveling to Colorado to work with members of the Colorado Association for Community Education; and to Utah to train members of the BYU Center in QAM procedures. Brian will also be working with Arizonans who have not been trained previously in the QAM approach.

VALDOSTA STATE COLLEGE

Paul DeLargy will be working with persons from other Georgia colleges and universities in spreading the information about the QAM approach. In a sense, Paul is setting up a mini-consortium within the CBCE consortium--an effective way of disseminating information and improving communication.

Paul, of course, is very familiar with QAM, having worked with ASU in previous years. One of Paul's former graduate students replicated the ASU work for her thesis; data from that study are available at the Southwest Center.

BRIGHAM YOUNG UNIVERSITY

The newest member of the Consortium is the Rocky Mountain Center at BYU, Provo. The staff of the Rocky Mountain Center have long been interested in the QAM approach; last year they produced wall charts of competencies identified and ranked during ASU's QAM projects.

BYU staff will be receiving consortium training during January. Their effort will be headed by Burton Olsen. We are happy to have the BYU team as part of the Consortium.

IN SEARCH OF MEMBERS...

With the departure of the University of Oregon from the Consortium in December, 1979, the Consortium finds itself one member (at least!) short. It was hoped that the University of Connecticut would join the Consortium, but Pat Mullarney, who was interested, was over-committed at this time. The presence of the Consortium in the Northeast may still be felt, however, for Wendy Howard, now of Connecticut but formerly of Arizona State University, has indicated that she would like to use the QAM in identifying and ranking competencies for citizen advisory councils. Wendy will be building on Pat Mullarney's work on citizen competencies and integrating the ASU and Connecticut approaches. We look forward to the information which Wendy hopes to generate.

In the meantime, the Consortium would like to add more members, and to expand its reach. Those who feel they may be interested should write to the project office at Arizona State University. We hope to make the consortium a national training network which can complement other training activities in community education and facilitate communication among those activities and programs.

FOR YOUR INFORMATION

This newsletter is made possible by a grant from the U.S. Office of Community Education, Department of Education. The grant is intended to create and expand a national network for training community education professionals using a competency-based approach.

For more information, contact:

Dr. Susan C. Paddock, Project Director
Southwest Center for Community Education Development
Farmer 108
Arizona State University
Tempe, AZ 85281
(602) 965-6185

COMPETENCY—BASED COMMUNITY EDUCATION CONSORTIUM

SIGNBOARD

FEBRUARY 1980

At Headquarters...

The staff of the competency-based community education project are completing a six-month report on the project for U.S.O.E./ D.O.E. As a part of the report, we would like to include some formative evaluation information. Therefore, we would like you to take a few minutes to fill out the enclosed evaluation form. Your comments and suggestions will help us in the remainder of this project year. They will also help us in developing the proposal for next year.

Speaking of which... in conversations with most of you I discussed the plans for next year's (1981) proposal. There was enthusiastic support for continuing the consortium and expanding it both in number of members and in scope (to being a training consortium). We all seem to agree that this is needed—and the federal office agrees too!

In the new consortium each original member will have greater responsibilities. Consequently, funds will be allocated to each university for its consortium activities. Some of you have suggested that this money be used to hire graduate students or, in other ways, to expand the capabilities of each institution. In the next few weeks, I would like to have a letter from each of you indicating (a) your continuing support of the consortium and your interest in remaining a member; (b) the way(s) in which you feel federal monies could be used most effectively at your institution; and (c) whether your institution is willing to subcontract from Arizona State University and, if so, whether it would be willing to waive the 8 percent overhead (the current limit for training projects). This last point is in order to avoid double charges for overhead.

I look forward to hearing from you and to continuing to work with you!

ARIZONA STATE UNIVERSITY

Nancy Mercure traveled to Colorado Springs in February to train Coloradoans in the Q.A.M. Nancy, who first was involved with the Q.A.M. during the 1977-78 competency project at Arizona State University, reported an enthusiastic response to the Q.A.M. approach by Colorado community educators. However, she was only allotted two hours to present the materials—and, because of scheduling delays, really only had 90 minutes, a session she felt was far too short. Despite the fact that the participants were not able to receive the full training, they were all interested in receiving clean copies of the instruments and replicating the process with their own staffs.

BRIGHAM YOUNG UNIVERSITY

The newest member of the Consortium is just beginning to plan for further training sessions. Burton Olsen, who heads the Brigham Young University branch of the Consortium, and other Brigham Young University Center members were trained in the Q.A.M. in January by Brian Miller. Brigham Young University will be looking to states in the Rocky Mountain and Northwest regions for further training and new Consortium members.

VALDOSTA STATE COLLEGE

Paul DeLargy reports that Jim Swette, a principal from Minnesota now in Georgia, conducted a Q.A.M. workshop in early February for coordinators of Georgia Centers. The five coordinators have signed contracts and agreed to do further training sessions in their locales, thus expanding the Consortium in Georgia.

Paul is also working with John Zemlo of Gainesville, Florida, Public Schools and with Cobb County in developing training sessions. In addition, Paul intends to conduct training sessions for the Florida and South Carolina state education agencies.

WESTERN MICHIGAN UNIVERSITY

Don Weaver has conducted a training session with his graduate students. He spent the first 15 minutes of the session describing the background of the Q.A.M., its purposes, and the history of the Arizona State University competency-based project. He feels this introduction helped to avoid later confusion, and definitely recommends using this approach of understanding the process before becoming involved in the exercise.

Don conducted the training session in two rounds, with a 15-20 minute recess between rounds during which time data were tabulated. Don put the prioritized competencies (by number) on an overhead projector; he also

WESTERN MICHIGAN UNIVERSITY (continued)

used a second projector to display the descriptors associated with each statement number. He feels this is an effective training device.

Don is planning a training session in Grand Rapids, Michigan, in March and another session in Wisconsin in April.

MEETING IN UTAH

Members of the Consortium will meet in Park City, Utah during the Western Community Education Renewal Institute (also known as the Western Center Directors' Meeting) May 5-9. If you do not have information about this meeting, please contact the Southwest Center. When I know your arrival/departure times and the schedule for the institute, I'll arrange a meeting time for the Consortium.

At the meeting we will share our 1979-80 experiences and talk about the future. I hope we can generate some good ideas and discussion at the meeting. See you in Utah!

FOR YOUR INFORMATION

This newsletter is made possible by a grant from the U.S. Office of Community Education, Department of Education. The grant is intended to create and expand a national network for training community education professionals using a competency-based approach.

For more information, contact:

Dr. Susan C. Paddock
Project Director
Southwest Center for Community Education Development
108 Farmer Building
Arizona State University
Tempe, AZ 85281
(602) 965-6185

COMPETENCY--BASED COMMUNITY EDUCATION CONSORTIUM

SIGNBOARD

MAY, 1980

End-of-the-Year Notes

As the end of the project year approaches, there are several items of business which need to be attended to. Briefly, those are:

1) Please have all requests for reimbursement for travel (up to $500) and copying costs to the Arizona office by July 1.

2) Evaluations and final reports must be in the office by August 1.

If you are intending to incur costs after July 1 or will be doing training after August 1, please contact the office so we can make suitable arrangements. The project closes August 14, and we need to have everything to the printer's before then, so the sooner you can get information and material to us, the better.

Forms for the final report and the evaluation are inserted in this newsletter.

Last, but not least--THANK YOU for your cooperation, interest and energy this year. The success of the project rested on your shoulders, and you handled it marvelously. A bushel basket of warm fuzzies to each of you!

Susan

And for 1980-81

ASU will be submitting a grant again for community education monies. This year we want to expand the consortium (in terms of numbers) and extend its area of operation. The consortium will be a training consortium, building on members' existing strengths in training and sharing one another's materials, methods, and experiences.

This proposal has met with a great deal of support and enthusiasm among present consortium

members, potential new members, and Washington staff. If, for some reason, we do not receive funding, we will look for other sources to support what all seem to feel is a needed activity.

Be assured that, because of your good and hard work this year, your efforts will be recompensed during the new grant. If you have not already received a letter to this effect, please contact A.S.U. We need your written support for the proposal.

Brigham Young University

Dr. Norm Hyatt at the Rocky Mountain Community Education Center reports that he has trained all community education interns in the use of the Q.A.M. during the month of April. An upcoming training session will involve a Utah group which meets on a monthly basis throughout the year. This group was formed through joint efforts of the Utah State Office of Education and the Rocky Mountain Community Education Center, and involves representatives of the state school offices, the Rocky Mountain Center, the Utah State PTA, the local community education council project personnel, and local community education coordinators. This training should involve a sizable group of people.

Norm also plans to conduct training for a new group of interns this summer. He will use the Q.A.M. instrument as a pre- and post-test for intern training, because he likes the broad coverage of the instrument. Finally, Norm will travel to Brandon, Manitoba and work with Canadians using the Q.A.M.

Valdosta State College

The Center at Valdosta State College in Georgia has been actively working to expand the consortium in the Southeast. Paul DeLargy reports that he has commitments from centers in Florida, Alabama, and Mississippi to join the consortium. He is also working this year with Jim Swette, who is a principal on sabbatical leave from a school district in Minnesota. Paul and Jim have reviewed centers, including the University of Georgia, Georgia Southern College, Georgia State University, West Georgia College, and Columbus College. They have planned workshops for Brooks County, Gwinette County, Appling County, and the Atlanta School System in Georgia.

Bobbie Sferra and Nancy Mercure from the Southwest Center at A.S.U. made an on-site visit to Valdosta State College in April. They were able to meet with the Community Education staff and to see the progress being made with the consortium in that area.

Western Michigan University

Don Weaver conducted a workshop for 25 administrators (central office staff, building principals and community education staff) from the Grand Rapids School District. The ideal and real forms of the QAM were completed for all four roles, but because of time limitations profiles were only constructed for the superintendency and principalship. Although Don had interns helping him, he noted that the tabulations took a great deal of time.

Don conducted a second workshop with superintendents, principals and community education coordinators of Kalamazoo County. In this workshop participants only filled out the instruments for their own roles, so that tabulations and profiles could be completed for all four roles.

Don has also worked with university and state agency people from Wisconsin and has trained Lee Vaught and Bill Grimshaw of Western Michigan University in the QAM method.

APPENDIX F

SAMPLE NEWSLETTER ARTICLES ON THE CONSORTIUM

from: Southwest Center for Community Education Development
Newsletter, January/February 1980.

COMPETENCY-BASED COMMUNITY EDUCATION CONSORTIUM

A national consortium is being established for competency-based approach to training in community education. The consortium members provide training in the use of the Quadrant Assessment Model. Members include: Don Weaver of Western Michigan University, Brian Miller of Arizona State University, Paul DeLargy of Valdosta State College, and Burton Olsen of Brigham Young University.

In addition, the consortium would like to add more members, and to expand its reach. Those who feel they may be interested should write to Susan Paddock, Project Director, at Arizona State University. The Southwest Center hopes to make the consortium a national training network which can complement other training activities in community education and facilitate communication among those activities and programs.

UPDATE ON CENTER PROJECTS

The Southwest Center is at present working on three projects funded by U.S.O.E. The first project, involving the competency-based approach for community education training and curriculum development, is ready to begin its second phase. During the first phase an instrument was developed to measure levels of training in identified competencies for community education administration. These instruments were sent to colleges, universities, and junior community colleges offering coursework in community education throughout the United States. The data from these instruments are now being analyzed to determine areas where training is strong and also where there appears to be a need for further training.

The second project is a study and synthesis of university training programs for local school district community education personnel which have received U.S.O.E. funding during the past four years. Lane Felix, project assistant, met with most project directors at the National Community Education Conference in Boston last November. In addition, data on the content of the training has been collected and is ready for analysis. Ms. Felix will be making on-site visits to several of this year's projects this spring.

For the third project, training is being provided to local school districts in three states in developing long-range plans for community education programs. A series of training sessions which concentrate on various aspects that need to be incorporated into plans are now in progress. Training sessions which have focused on general planning techniques, evaluation, leadership and program operation have been conducted in: Las Cruces, New Mexico; Boulder/Denver, Colorado; and Mesa/Tempe, Arizona.

Monographs on each of these projects will be published in late summer.

The staff of the Southwest Center would like to express their deepest sympathy to Ellen Hurst over the death of her husband, Mike, in December. Ellen and her son, Scott, are remembered in our thoughts.

Laurel Kimball, AEC President

VOLUNTEERS ASSIST ARTS

The Arts in Education Council is a group of over 250 parent volunteers who support the fine arts in the Scottsdale School District and who work to make fine arts an integral part of education. The Council was organized in 1974 at the suggestion of the superintendent after parents went to him about the fine arts program in the district. The Council is funded entirely through donations from the parent groups and relies on the district only for printing and inter-school mailing.

Each of the district's 24 schools sends a representative from the PTO/PTA to the Council. These representatives who learn at Council meetings about arts resources available in the area, work with the fine arts teachers and principals to plan events for their own schools. The Council prepares a calendar of events in the Phoenix area in which students and/or teachers might want to participate. It also compiles a resource file of fine arts groups available for performances or workshops in the schools or for field trips by classes.

The Council has organized district-wide fine arts performances for the elementary students presented at Scottsdale's Center for the Arts: a drama in the fall; a vocal music concert; and an orchestra concert. Elementary students are exposed to the visual arts through the Masterpiece of Art program in which trained volunteers regularly visit classrooms to share reproductions of famous paintings with students.

The Arts in Education Council has also served as a focus for the concerns of parents and teachers about the district's fine arts program. According to Laurel Kimball, AEC President, the Council is not only a learning experience for children, "It's a chance for volunteers to learn about the district's problems and strengths, and about resources in the community."

No.3 Vol.6 March 1980

NCEA NEWS

President's View

Sidney Miller, President,
Institute for Com. Ed. Dev.
Ball State Univ.
Muncie, IN 47306

In any association, there is an ongoing series of questions that must be continuously and often laboriously addressed. NCEA is no different in that regard. There is, however, inherent in NCEA, simply because of the guiding philosophy of community education which lays the foundation for the association itself, a *critical* series of issues which must be resolved in order to demonstrate, by our own behavior, those principles which we profess.

If it is true that NCEA is going to demonstrate the principles of community education, the question of how it will be done becomes one of central importance. It seems ironic that one of the critical issues we as an association are currently facing underlies the very essence of the community education concept: meaningful citizen involvement.

Article II, item 4, of the NCEA by-laws explicitly indicates support of the concept of partnerships between citizens and professionals. The NCEA affirmative action policy and at-large elections address the need and procedures for representative involvement, yet such haunting questions as the following need to be asked: Why is the percentage of "citizens" (non-professional community educators), either in leadership positions within NCEA or in the association as a whole, so low? What is preventing the association from structurally and operationally demonstrating this citizen-professional partnership? Are membership fees too high? Are services lacking which would attract more citizens? Is there an unwillingness on the part of professionals to be represented by other than a professional community educator? Is there a lack of knowledge as to how to operationalize this partnership?

The 1980 Affirmative Action Committee is conducting a detailed assessment of the status of NCEA in regard to numbers and percentages of membership types as well as positions held within all aspects of the association (membership, committee make-up, staff, consultants, etc.). In addition, four NCEA members are exploring the above questions and will be making specific recommendations for action. The best thinking and follow-through of all our members will be required, whatever results evolve.

More specifically other members need to speak out as to how this and other lingering issues can appropriately and expeditiously be resolved. The progress NCEA has made during the past few years demonstrates our ability to move forward. It demonstrates the creative yet practical abilities of our members; however, we must caution ourselves not to be content, but to continue our move forward toward the creation of an association which is itself a model of action congruent with the basic principles of community education.

Nominations Anyone?

John Windom, Chairperson of the Nominations and Elections Committee, has announced that nomination forms will be mailed in early June. Only one at-large position will be filled this year: the office of President-Elect. Regional Board of Director positions will be elected from regions I, II, V and VI. If you, or any other NCEA member you know, are interested in running for one of these positions, be aware that the process will begin in June.

. . . a resource for women

The Center for Self-Reliant Education in Sunnyvale, California has been established through a grant from the Mott Foundation to develop community-based programs and services for adults-in-transition where gaps in services have been determined to exist.

During its first year the Center acquired information about noteworthy programs and practices in Community Education which serve the diverse needs of women. It has been summarized into a paper, "Community Women: Issues, Needs and Options," which is available upon request. Call or write, Dr. Celeste Brody, Director, Center for Self-Reliant Education, 850 W. McKinley Avenue, Sunnyvale, CA 94086, (408) - 747-9212.

Awards Committee Set

The 1980 NCEA Awards Committee is set for this year under the leadership of chairperson Dick Lennes. In an attempt to streamline the awards process, the Board has adopted some new policies that should improve our past award procedures. This year only five awards are slated to be given during the convention. Letters of merit will be mailed to other award recipients. The deadline for award nominations is September 5. More information regarding awards and the proper nominations form will be forthcoming in a future issue of *Community Education Today*.

NCEA Task Force on Women

In an attempt to provide NCEA members with information related to women's needs and programs the Communication Committee of the NCEA Task Force on Women is soliciting articles for a future publication. Our hope is to begin to establish a communication network to share knowledge and skills as well as to support programs related to women's issues. Please send articles about what is happening for/by/because of women to Sylvia Selverston, Miller Community School, 10383 Orleck St., San Diego, CA 92124.

Training Consortium Formed

A competency-based training consortium for community education administration is being initiated this year. With project funding from USOE, Arizona State University is directing the effort to effect communication about and integration of administrative training programs in community education. Other members of the consortium — Western Michigan University, Valdosta State College, and Brigham Young University — are leading dissemination and training programs in their respective regions of the consortium. The group hopes to expand its efforts during 1980-81 to include other training institutions and to develop new curricular materials. For further information, please contact S. C. Paddock, Project Director, 108 Farmer Building, Arizona State University, Tempe, Arizona 85281.

APPENDIX G

CONSORTIUM EVALUATION INSTRUMENTS

Mid-Year Evaluation of Competency-Based Consortium

1. What were the strengths and weaknesses of the initial training and information received at Arizona State University in September at the start of the project?

2. How good/effective are training materials and information for the project?

3. What are your feelings about the Q.A.M. approach?

4. What do you perceive to be participants'/trainees' attitudes toward the Q.A.M.?

5. How effective do you believe the training you have delivered has been?

6. How good/effective are communications with Arizona State University and other consortium members?

7. I believe the development of the consortium and the consortium approach is:

8. I feel the strengths of the project to date are:

9. I feel the weaknesses of the project to date are:

10. My suggestions for future directions are:

FINAL REPORT TACD PROJECT - Competency-Based Assessment and Training

NAME OF YOUR INSTITUTION_____

DIRECTIONS: Listed below are the objectives of the project for which consortium members were responsible. For each statement describe the extent to which you achieved the objective. Where a discrepancy exists, explain (as much as possible) the reason(s) for the discrepancy. Thank you for your cooperation.

Objective:

By May 15, 1980, each Consortium member will conduct at least three regional training sessions for members of local education agencies. During this training they will gather data about competencies in the regions they serve.

Statement of Achievement:

Objective:

By July 1, 1980, Consortium members will assist in the dissemination of information about the competency-based approach and thecollection of data about competency-based training.

Statement of Achievement:

Objective:

By August 1, 1980, Consortium members will evaluate their role in the project, as evidenced by a self-evaluation report.

Statement of Achievement:

Objective:

By March 1, 1980 and July 1, 1980, Consortium members will disseminate information about participation in the project through their respective newsletters.

Statement of Achievement:

Please list below other activities completed with regard to the project which are not described above:

COMPETENCY-BASED ASSESSMENT AND TRAINING PROJECT, 1979-80

FINAL EVALUATION/SELF EVALUATION

Name of your Institution: _____

THE QAM

1. To what extent have the QAM approach and materials been effective in:

   a. Assessing competencies
   ___Very effective
   ___Somewhat effective
   ___Somewhat ineffective
   ___ineffective

   b. Assessing needed training
   ___Very effective
   ___Somewhat effective
   ___Somewhat ineffective
   ___Ineffective

2. To what extent have the QAM approach and materials been understandable to participants?

4	3	2	1
Very Understandable	Somewhat Understandable	Somewhat Confusing	Very Confusing

3. To what extent have those you trained found the OAM approach and materials useful?

4	3	2	1
Found Them Very Useful	Found Them Somewhat Useful	Found Them Not Very Useful	Found Them Useless

4. How do you plan to incorporate the QAM in training activities after the end of this project?

5. Would you recommend the QAM to others? If not, why not?

THE PROJECT

6. Please rate the training sessions and meetings of the consortium:

   a. Initial training session by ASU
   ___Very helpful
   ___Somewhat helpful
   ___Not very helpful
   ___Not at all helpful

   b. Meeting at Boston (NCEA - December)
   ___Very Helpful
   ___Somewhat helpful
   ___Not very helpful
   ___Not at all helpful

   c. Meeting at Park City (May)
   ___Very helpful
   ___Somewhat helpful
   ___Not very helpful
   ___Not at all helpful

7. What was the major strength of the training given to you by ASU?

8. What was the major weakness of the training given to you by ASU?

9. What was the major strength of the 1979-80 project as a whole?

10. What was the major weakness of the project?

11. Will you encourage other institutions to join the consortium as it expands to be a <u>training</u> consortium?

THE CONSORTIUM APPROACH

This project was built on the consortium approach to networking and training. Do you feel that, in general (regardless of content), this is an effective approach?

In what way(s) would you change the approach?

What aspect(s) would you emphasize?

What aspect(s) would you eliminate or avoid?

APPENDIX H

COMPETENCY DATA AND PROFILES

COORDINATOR-UTAH (N=36)

ITEM NUMBER	REAL MEAN	REAL S.D.	IDEAL MEAN	IDEAL S.D.
1	3.47	1.07	4.47	0.93
2	3.28	1.19	4.25	0.72
3	2.83	1.19	3.78	0.85
4	2.58	1.28	3.47	0.87
5	3.06	1.18	3.56	1.19
6	3.56	1.07	3.81	1.02
7	3.16	1.13	3.42	1.14
8	3.08	1.28	3.64	1.08
9	3.47	1.21	4.28	0.90
10	3.14	1.42	3.94	1.13
11	2.78	1.47	3.53	1.24
12	3.22	1.46	3.64	0.85
13	3.17	1.38	3.83	1.12
14	3.17	3.17	3.69	1.13
15	2.56	1.30	3.47	1.12
16	2.55	1.62	3.28	1.19
17	2.67	1.37	3.53	1.14
18	2.94	1.39	3.31	0.91
19	3.58	1.06	3.97	1.01
20	3.11	1.12	3.44	0.86
21	2.25	1.28	2.83	1.07
22	2.61	1.16	3.03	1.21
23	2.28	1.68	3.31	1.37
24	2.44	1.52	3.00	1.22
25	2.33	1.47	3.83	0.99
26	2.31	1.22	3.03	1.21
27	2.61	1.19	3.19	1.10
28	2.61	1.34	3.39	1.21
29	3.58	1.01	3.78	1.13
30	2.56	1.17	3.25	1.01
31	1.81	1.08	2.67	1.25
32	2.31	1.43	3.22	1.46

COORDINATOR-AGGREGATE PROFILE

	AGGREGATE IDEAL	AGGREGATE REAL
	1	29
	9	19
	2	6
	19	1
	10	9
	25	2
	13	12
HIGH	6	13
	3	14
	29	7
	14	10
	12	20
	8	8
	5	5
	17	18
	11	3
	4	11
	15	17
	20	22
	7	27
	28	28
	18	4
	23	30
LOW	16	15
	30	24
	32	25
	27	26
	22	32
	26	23
	24	21
	21	16
	31	31

DIRECTOR-UTAH (N=36)

ITEM NUMBER	REAL MEAN	REAL S.D.	IDEAL MEAN	IDEAL S.D.
1	3.97	1.04	4.64	0.71
2	3.42	1.09	4.39	0.59
3	3.06	1.43	4.39	0.59
4	3.58	0.83	4.44	0.60
5	3.33	0.82	3.94	0.78
6	3.14	1.34	4.31	1.10
7	3.17	1.24	4.17	0.65
8	3.39	1.19	3.56	0.98
9	3.89	0.81	4.39	0.72
10	3.75	0.98	4.22	0.89
11	3.22	1.38	4.00	0.88
12	2.33	1.55	4.17	0.93
13	3.61	0.95	4.22	0.79
14	4.11	1.02	4.08	0.95
15	3.61	0.89	4.06	0.94
16	2.64	1.11	3.81	1.17
17	3.61	1.14	3.69	1.02
18	2.64	1.21	3.94	0.94
19	1.97	1.32	3.31	0.84
20	3.50	1.24	4.08	0.86
21	2.81	1.13	3.47	1.07
22	3.58	1.19	3.86	1.00
23	3.08	1.36	3.97	0.80
24	3.03	1.46	4.08	1.11

DIRECTOR-AGGREGATE PROFILE

	AGGREGATE IDEAL	AGGREGATE REAL
	1	14
	4	1
	2	9
	3	10
	9	15
HIGH	6	13
	13	17
	10	4
	7	22
	12	20
	20	2
	14	8
	24	5
	15	11
	11	7
	23	6
	5	16
LOW	18	23
	22	4
	16	24
	17	19
	8	21
	21	18
	19	12

PRINCIPAL-GRAND RAPIDS GROUP (N=15)

ITEM NUMBER	REAL MEAN	REAL S.D.	IDEAL MEAN	IDEAL S.D.
1	3.87	1.19	4.67	0.49
2	3.53	1.06	4.20	0.68
3	2.73	1.39	3.73	1.10
4	2.20	0.94	3.13	0.74
5	2.87	1.30	3.40	1.50
6	3.27	1.53	3.73	1.10
7	3.27	1.10	3.93	0.80
8	3.87	0.99	3.60	0.99
9	2.00	1.31	2.67	1.05
10	1.07	0.70	2.07	1.16
11	2.93	0.88	4.07	0.70
12	3.73	0.96	4.20	0.77
13	0.67	1.23	1.40	1.50
14	0.33	0.62	0.87	0.92
15	0.73	1.10	1.80	1.08
16	0.60	0.99	1.00	1.00
17	1.20	1.15	1.86	1.46
18	0.80	1.26	0.93	1.03
19	1.47	1.36	2.67	1.40
20	1.27	1.22	2.47	1.60
21	1.20	0.94	2.33	1.68
22	1.47	1.13	1.67	1.35
23	1.67	1.18	2.53	1.41
24	1.13	1.60	2.67	1.54
25	1.20	1.37	2.67	1.40

PRINCIPAL-AGGREGATE PROFILE

	AGGREGATE IDEAL	AGGREGATE REAL
HIGH	1	8
	2	1
	12	12
	11	2
	7	6
	3	7
	6	11
	8	5
	5	3
	4	4
	9	9
	19	23
LOW	25	22
	24	19
	23	20
	20	21
	21	17
	10	25
	17	24
	15	10
	22	18
	13	15
	16	13
	18	16
	14	14

COMMUNITY SCHOOL DIRECTOR-GRAND RAPIDS GROUP (N=16)

ITEM NUMBER	REAL MEAN	REAL S.D.	IDEAL MEAN	IDEAL S.D.
1	4.31	0.70	4.88	0.34
2	3.56	0.73	4.94	0.25
3	3.44	0.81	4.81	0.40
4	3.63	0.62	4.25	0.68
5	3.63	0.81	4.31	0.60
6	3.13	1.09	4.38	0.72
7	3.50	0.89	4.31	0.70
8	3.56	0.96	3.56	1.09
9	3.63	0.96	4.56	0.51
10	3.50	0.97	4.31	0.79
11	3.31	0.87	4.06	0.85
12	2.31	1.30	3.69	0.87
13	3.56	0.81	3.88	0.89
14	3.69	0.95	3.63	1.09
15	3.56	0.96	4.13	0.89
16	3.44	0.89	4.00	0.89
17	3.63	1.15	3.31	1.78
18	2.81	1.05	3.50	1.21
19	3.13	0.72	3.19	0.83
20	3.13	1.15	4.06	0.93
21	3.38	0.96	3.94	0.93
22	3.94	1.06	4.25	0.58
23	3.38	1.36	4.56	0.63
24	4.00	0.89	4.44	0.89

COMMUNITY SCHOOL DIRECTOR-AGGREGATE PROFILE

	AGGREGATE IDEAL	AGGREGATE REAL
	2	1
	1	24
	3	22
	9	14
	23	4
	24	5
HIGH	6	9
	5	17
	7	2
	10	13
	22	8
	4	15
	15	7
	11	10
	20	3
	16	16
	21	21
LOW	13	23
	12	11
	14	19
	8	6
	18	20
	17	18
	19	12

SUPERINTENDENT-GRAND RAPIDS GROUP (N=15)

ITEM NUMBER	REAL MEAN	REAL S.D.	IDEAL MEAN	IDEAL S.D.
1	3.87	1.06	4.67	0.62
2	3.60	1.40	4.27	0.59
3	3.40	0.83	3.73	1.03
4	3.20	1.21	3.73	1.10
5	2.93	1.10	3.27	1.22
6	3.80	1.26	2.87	1.41
7	3.03	1.04	2.87	0.83
8	3.93	0.70	3.87	0.74
9	3.00	1.00	3.67	1.11
10	3.53	1.19	3.20	0.86
11	4.07	0.96	4.13	0.99
12	2.73	1.16	3.00	1.13

SUPERINTENDENT-AGGREGATE PROFILE

	AGGREGATE IDEAL	AGGREGATE REAL
HIGH	1	11
	2	8
	11	1
	8	6
	3	2
	4	10
LOW	9	3
	5	4
	10	7
	12	9
	7	5
	6	12

COMMUNITY EDUCATION COORDINATOR-GRAND RAPIDS (N-16)

ITEM NUMBER	REAL MEAN	REAL S.D.	IDEAL MEAN	IDEAL S.D.
1	3.75	0.86	4.38	0.62
2	3.81	0.66	4.44	0.63
3	3.63	1.02	4.38	0.72
4	3.38	1.02	3.69	1.30
5	3.25	0.93	3.44	0.96
6	3.38	1.02	3.44	1.15
7	3.75	0.77	4.31	0.87
8	3.13	1.15	4.06	0.68
9	4.00	0.89	4.69	0.48
10	3.63	1.02	3.94	1.18
11	3.19	0.91	3.75	1.34
12	3.63	0.72	3.94	1.18
13	3.69	0.60	4.31	0.79
14	3.81	0.91	4.19	0.66
15	3.38	0.96	4.13	0.72
16	2.13	1.31	3.25	0.93
17	2.88	1.31	3.50	1.03
18	3.63	0.89	4.06	0.93
19	3.13	1.02	3.94	1.18
20	2.81	1.05	3.88	1.09
21	3.06	1.12	4.06	0.44
22	3.50	1.15	4.06	0.93
23	3.63	1.15	4.38	0.62
24	3.38	1.09	3.38	1.02
25	3.38	1.02	4.13	0.72
26	3.50	0.89	4.00	0.82
27	3.19	1.05	4.00	0.89
28	4.00	0.73	4.31	0.70
29	3.53	1.18	4.19	0.91
30	2.81	1.33	4.00	0.82
31	3.06	0.85	3.88	0.89
32	3.25	1.13	3.94	0.68

COMMUNITY EDUCATION COORDINATOR-AGGREGATE PROFILE

	AGGREGATE IDEAL	AGGREGATE REAL
	9	28
	2	9
	1	2
	23	14
	3	7
	13	1
HIGH	7	13
	14	12
	29	18
	15	3
	25	10
	21	23
	8	29
	18	26
	22	22
	26	4
	30	6
	27	25
	32	24
	10	5
	12	32
LOW	19	11
	31	27
	20	19
	11	8
	4	31
	17	21
	5	17
	6	20
	24	30
	16	16

SUPERINTENDENT-KALAMAZOO GROUP (N=4)

ITEM NUMBER	REAL MEAN	REAL S.D.	IDEAL MEAN	IDEAL S.D.
1	3.75	0.5	5.00	0
2	2.50	1.29	4.00	0.82
3	3.00	0.82	4.50	1.0
4	1.75	1.26	3.25	1.5
5	2.50	1.0	3.50	1.29
6	1.75	1.71	1.00	0.82
7	1.25	0.96	1.50	1.29
8	3.00	0.82	2.75	0.5
9	3.00	0.82	4.50	1.0
10	1.75	0.96	1.50	1.0
11	3.00	1.83	4.50	0.58
12	2.00	0.82	3.25	0.96

PRINCIPAL-KALAMAZOO GROUP (N=5)

ITEM NUMBER	REAL MEAN	REAL S.D.	IDEAL MEAN	IDEAL S.D.
1	3.40	0.89	4.40	0.89
2	2.00	1.41	3.00	1.00
3	3.40	1.14	4.00	1.22
4	1.80	0.84	2.60	0.55
5	1.80	1.64	2.40	1.14
6	2.00	1.87	2.20	1.92
7	2.20	1.92	3.00	1.87
8	2.40	1.67	2.80	1.48
9	2.00	1.22	3.00	0
10	2.40	1.52	2.00	1.58
11	3.40	1.14	4.40	0.55
12	3.60	0.89	3.80	1.10
13	0.80	1.30	1.20	1.79
14	0.60	0.89	0.60	0.89
15	0.40	0.55	1.40	1.52
16	0.40	0.55	0.60	0.89
17	0.40	0.55	1.40	1.67
18	1.00	1.22	0.60	0,55
19	2.40	1.34	3.00	1.41
20	1.60	1.34	1.60	1.52
21	1.20	1.10	2.60	1.82
22	0.40	0.55	1.80	1.92
23	0.40	0.55	2.00	1.87
24	1.80	1.10	2.80	1.48
25	1.20	1.10	2.40	1.67

PRINCIPAL-AGGREGATE PROFILE

	AGGREGATE IDEAL	AGGREGATE REAL
HIGH	11	12
	1	1
	3	3
	12	11
	9	19
	2	10
	19	8
	7	7
	8	9
	24	2
	4	6
	21	4
LOW	5	24
	25	5
	6	20
	10	21
	23	25
	22	18
	20	13
	15	14
	17	15
	13	16
	18	17
	14	22
	16	23

COMMUNITY SCHOOL DIRECTOR-KALAMAZOO GROUP (N=4)

	REAL		IDEAL	
ITEM NUMBER	MEAN	S.D.	MEAN	S.D.
1	4.00	0.82	4.75	0.5
2	3.00	0	4.00	1.41
3	2.00	1.41	4.75	0.5
4	3.50	0.58	4.50	0.58
5	3.25	0.5	4.00	0.82
6	1.75	2.06	4.00	0.82
7	2.25	0.96	4.50	0.58
8	3.00	0.82	4.00	0.82
9	3.50	0.58	4.50	0.58
10	3.75	0.5	4.25	0.96
11	2.50	0.58	4.25	0.96
12	2.00	1.41	4.50	0.58
13	3.25	0.5	4.25	0.96
14	4.25	0.5	4.25	0.5
15	3.25	2.06	3.50	1.0
16	2.50	1.29	4.00	0.82
17	2.25	2.63	4.25	0.96
18	3.00	1.41	3.75	0.96
19	3.50	1.29	3.75	1.26
20	3.00	2.31	4.00	0.82
21	3.50	1.0	3.75	1.5
22	4.00	1.15	4.50	1.0
23	3.50	1.29	4.00	0.82
24	3.50	0.58	4.00	1.15

COMMUNITY SCHOOL DIRECTOR-AGGREGATE PROFILE

	AGGREGATE IDEAL	AGGREGATE REAL
HIGH	1	14
	3	1
	4	22
	7	10
	9	4
	12	9
	22	24
	14	21
	10	19
	11	23
	13	5
	17	13
LOW	5	15
	6	2
	8	8
	16	18
	20	20
	23	11
	24	16
	2	7
	18	17
	19	3
	21	12
	15	6

DISTRICT COORDINATOR-KALAMAZOO GROUP (N=4)

	REAL		IDEAL	
ITEM NUMBER	MEAN	S.D.	MEAN	S.D.
1.	3.25	1.26	4.75	0.5
2.	3.25	0.96	5.00	0
3.	2.25	1.71	3.25	0.5
4.	2.00	0.82	2.25	1.5
5.	3.75	0.5	4.00	0.82
6.	4.25	0.96	5.00	0
7.	3.50	1.29	3.75	0.96
8.	3.00	1.41	3.75	0.5
9.	4.50	1.00	4.50	0.58
10.	4.00	1.41	4.00	0.82
11.	2.50	1.29	3.25	0.5
12.	3.75	1.89	4.25	0.5
13.	3.75	1.5	4.75	0.5
14.	4.25	0.96	5.00	0
15.	3.25	1.26	4.25	0.5
16.	2.00	1.15	3.25	0.96
17.	2.50	1.29	2.75	0.96
18.	3.00	1.41	4.00	1.42
19.	3.75	0.96	4.00	0,82
20.	3.00	0.82	3.25	0.5
21.	2.50	0.58	1.50	1.0
22.	2.00	0.82	1.75	0.96
23.	1.50	1.29	2.00	1.83
24.	4.50	0.58	4.25	0.96
25.	3.00	0.82	3.50	0.58
26.	2.50	1.29	3.25	0.5
27.	1.50	1.0	3.25	0.5
28.	2.50	1.91	3.50	0.58
29.	3.75	0.96	4.25	1.5
30.	1.75	0.96	3.25	0.5
31.	2.25	1.71	3.00	0.82
32.	3.50	1.0	3.00	1.41

DISTRICT COORDINATOR-AGGREGATE PROFILE

	AGGREGATE IDEAL	AGGREGATE REAL
HIGH	2	24
	6	9
	14	6
	1	14
	13	10
	9	5
	12	19
	15	29
	24	13
	29	12
	5	32
	10	7
	19	2
	18	1
	8	15
	7	20
LOW	25	25
	28	8
	3	18
	11	21
	20	11
	26	17
	27	26
	30	28
	16	3
	31	31
	32	4
	17	22
	4	16
	23	30
	22	27
	21	23

DIRECTOR-FELLOWS (N=6)

NUMBER	REAL MEAN	REAL S.D.	IDEAL MEAN	IDEAL S.D.
	4.33	0.75	4.83	0.37
	3.50	0.76	4.50	0.50
	2.83	1.21	5.00	0
	2.67	1.11	4.50	0.50
	3.17	0.69	3.67	0.75
	2.83	0.90	4.50	0.50
	2.33	0.94	4.00	1.15
	3.17	0.90	2.33	1.11
	3.17	0.90	3.83	0.37
	2.67	1.11	3.83	0.90
	2.50	0.96	4.33	0.75
	2.33	0.94	4.00	0.82
	3.33	1.25	4.00	0.82
	4.33	0.75	3.17	0.90
	2.67	1.49	2.83	1.07
	2.50	1.61	3.83	1.07
	4.17	0.69	4.00	0.58
	1.83	0.69	3.83	0.69
	2.83	0.90	4.00	0.58
	2.83	1.57	3.50	0.96
	3.17	0.69	3.83	1.07
	2.83	1.21	3.67	0.94
	2.17	1.07	3.33	0.47
	2.50	1.12	3.83	0.90

DIRECTOR-AGGREGATE PROFILE

	AGGREGATE IDEAL	AGGREGATE REAL
	3	1
	1	14
	2	17
	4	2
	6	13
HIGH	11	5
	17	21
	19	8
	12	9
	13	6
	7	19
	9	3
	18	22
	10	20
	24	4
	16	10
	21	15
LOW	5	11
	22	24
	20	16
	23	7
	14	12
	15	23
	8	18

DISTRICT COORDINATOR-FELLOWS (N=6)

	REAL		IDEAL	
ITEM NUMBER	MEAN	S.D.	MEAN	S.D.
1	2.83	0.69	4.67	0.47
2	2.33	1.25	4.50	0.76
3	1.83	0.90	3.83	0.69
4	2.66	0.75	3.33	0.47
5	2.17	0.69	2.50	1.71
6	2.50	1.50	1.50	0.96
7	2.83	1.57	3.83	0.37
8	2.17	1.07	4.67	0.47
9	3.66	1.37	3.83	0.90
10	3.16	1.34	4.33	0.75
11	2.83	1.21	2.67	0.94
12	3.33	0.94	3.33	1.11
13	3.83	0.90	4.00	0.82
14	4.33	0.75	3.50	1.12
15	2.66	0.75	3.33	0.75
16	2.83	1.34	3.83	1.46
17	2.33	1.49	3.50	1.50
18	2.82	1.34	3.50	0.96
19	2.83	0.90	4.50	0.50
20	2.00	0.82	4.17	0.37
21	2.00	1.00	2.83	0.37
22	2.17	1.07	3.83	0.90
23	3.33	1.11	4.00	0.82
24	2.50	1.61	2.17	1.21
25	2.17	1.07	3.17	0.69
26	3.16	1.07	3.67	0.47
27	2.66	1.25	3.83	0.69
28	2.00	0.82	3.17	0.90
29	2.66	0.94	4.17	1.21
30	1.16	0.37	3.50	0.96
31	1.67	0.94	3.00	0.58
32	2.66	1.11	3.67	0.94

DISTRICT COORDINATOR-AGGREGATE PROFILE

	AGGREGATE IDEAL	AGGREGATE REAL
	1	14
	8	13
	19	9
	2	12
	10	23
	20	26
	29	10
HIGH	13	1
	23	19
	7	11
	3	16
	27	18
	9	7
	22	4
	16	15
	26	29
	32	32
	18	27
	30	6
	14	24
	17	2
	4	17
LOW	15	5
	12	8
	25	22
	28	25
	31	20
	21	28
	11	21
	5	3
	24	31
	6	30

SUPERINTENDENT-FELLOWS (N=¢)

	REAL		IDEAL	
ITEM NUMBER	MEAN	S.D.	MEAN	S.D.
1	3.83	0.90	4.67	0.75
2	2.00	0	3.67	0.75
3	1.83	1.46	3.67	1.25
4	2.83	0.37	3.50	0.76
5	2.50	0.96	2.67	1.11
6	3.33	1.70	2.83	1.46
7	2.33	1.25	2.33	1.25
8	3.67	1.11	3.33	0.94
9	2.33	1.11	4.00	0.58
10	3.17	1.34	3.00	1.53
11	3.33	1.49	3.33	1.11
12	1.67	0.75	3.00	1.73

SUPERINTENDENT-AGGREGATE PROFILE

	AGGREGATE IDEAL	AGGREGATE REAL
HIGH	1	1
	9	8
	2	11
	3	6
	4	10
	8	4
LOW	11	5
	10	9
	12	7
	6	2
	5	3
	7	12

PRINCIPAL-FELLOWS (N=6)

ITEM NUMBER	REAL MEAN	REAL S.D.	IDEAL MEAN	IDEAL S.D.
1	2.00	0.58	4.33	0.75
2	1.83	0.37	4.50	0.50
3	2.33	0.75	4.00	0.82
4	1.00	0	2.00	1.00
5	3.83	0.37	3.33	1.25
6	3.66	0.75	3.00	1.15
7	2.33	0.47	4.00	1.41
8	3.33	1.49	3.33	0.75
9	1.83	0.69	3.50	1.26
10	2.33	1.11	3.33	1.11
11	2.33	1.49	3.83	1.07
12	2.50	0.96	4.17	0.69
13	2.50	1.38	3.83	1.34
14	2.67	1.25	2.50	0.96
15	2.00	0.82	2.33	0.94
16	1.83	0.90	1.50	0.50
17	1.50	0.76	2.33	1.11
18	2.67	0.94	2.50	0.96
19	1.67	0.47	3.00	1.00
20	1.67	0.75	2.83	0.69
21	1.67	0.94	2.67	1.25
22	1.00	0.58	2.33	0.94
23	1.00	0.58	3.17	1.34
24	2.17	0.69	2.83	0.90
25	1.50	0.96	2.00	0.82

PRINCIPAL-AGGREGATE PROFILE

	AGGREGATE IDEAL	AGGREGATE REAL
	2	5
	1	6
	12	8
	3	18
	7	14
HIGH	11	12
	13	13
	9	7
	8	3
	10	10
	5	11
	23	24
	19	1
	6	15
	20	2
	24	9
	21	16
LOW	14	19
	18	20
	15	21
	22	17
	17	25
	25	4
	4	22
	16	23